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ABSTRACT

This curriculum guide for German language instruction in secondary schools concentrates on methodology and materials which emphasize the development of audio-lingual skills and the acquisition of reading skills. Extensive sections on reading and culture are directed to specific grades and levels and provide recommendations. Teaching methodology, audio-lingual experiences, pattern drills, textbook presentation, language laboratories, vocabulary, and language structures are treated in this handbook. A summary of four- and six-year programs, a discussion of homework, a model lesson for grade 10 or 11, and a section on testing are included. (RL)

GERMAN

for Secondary Schools

ED038903

Suggested Content and Organization for Four- and Six-Year Sequences

1968 Reprint

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Foreword

The decision to produce new syllabuses in modern foreign languages was based on widespread demand among both the general public and professional educators. The feeling that changes were needed in the program of modern language instruction in the secondary schools resulted partly from the realization that the world was growing smaller with American citizens taking a larger part in world affairs than ever, and partly from the increased awareness of the cultural values of foreign language study.

After initial consideration had been made of the desirable goals, content and methodology of the new syllabuses, it became evident that teachers and prospective teachers would need detailed guides to the new program, not only as to content but especially as to the related instructional methods required to attain the proposed goals. The syllabuses in modern languages are, therefore, more extensive and more specific in many ways than the traditional form of syllabus.

It became evident, also, that much research and original thinking would have to go into the production of the publications. It was decided to concentrate first on a French syllabus to be followed by those in German and in Spanish. The French syllabus thus became a prototype for the others, the basic principles, goals and methodology being comparable for all the modern foreign languages. The development of the syllabus in German, therefore, began with the development of the French syllabus.

The process of producing the new syllabuses involved a number of modern language teachers from all levels of instruction and supervision. The names of those engaged in an advisory and consultative capacity are listed on pages 7 and 8.

The syllabus in German grew to maturity through a number of stages, beginning with the prototype syllabus in French. An advisory committee of teachers in New York State was appointed to formulate basic principles and goals and to make suggestions for the general content of the prototype syllabus. Consultants were also invited to meet with the committee. Renée Fulton, director of inservice training, New York City Public Schools, wrote an initial report which was revised and amplified by four teachers who prepared cooperatively a first draft of certain sections of the proposed syllabus, based on the recommendations of the advisory committee. The resulting manuscript was reviewed in detail by the advisory committee and by personnel of the State Education Department.

The culminating phase was the writing of the syllabus in its final form. This included a revision of the previous draft and the writing of sections devoted to the scope and sequence for each skill in both the four-year and six-year programs, detailed guides for content, explicit directions for implementing the new methodology sufficient to effectuate the development of the four skills, the culture program, evaluation, and suggestions for equipping and using language laboratories. For this exacting and pioneering task, this Bureau was fortunate in securing the services of Remunda Cadoux, then head of the language department at Sheepshead Bay High School, now supervisor of foreign language broadcasts, New York City Public Schools and lecturer in the Teacher Education Program, Hunter College, New York City. Miss Cadoux was admirably suited for the work by reason of her years of experience in living, studying and carrying out research in several European countries, her knowledge of linguistics, her special abilities in the organization and expression of ideas and her enthusiasm and tireless devotion to the project.

Paul M. Glaude, supervisor of foreign languages education, acted as consultant. In the development of the basic syllabus, Mary E. Hayes, then associate in foreign languages education, now with the U. S. Office of Education, evaluated each chapter and made detailed suggestions for its improvement.

The prototype syllabus in French was adapted for German by Johann Struth, then teacher of German in Colonie Central High School, now consultant in foreign languages, Illinois State Education Department. Mr. Struth, a native of Germany, has taught in the United States during the last decade.

Hubert Wilkens, associate in foreign languages education, was consultant for the syllabus in German.

A committee of teachers of German from various schools and colleges in the State read the manuscript and gave a number of suggestions for its improvement. The members of the committee are listed on page 7.

For this Bureau, the development of the syllabuses in French, Spanish and German was under the general direction of Vivienne Anderson and Richard G. Decker, associates in secondary curriculum.

GORDON E. VAN HOOFT
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The Place of Foreign Languages

General Aims

The growing concern of Americans with their participation in world affairs, the increased awareness of the values of foreign language study in its cultural and practical aspects, and the technological developments which bring nations closer in time have aroused a general feeling in the public mind that more citizens should be able to communicate in a foreign language as a matter of national, as well as personal, interest.

In addition, teachers have long felt the need for a syllabus that would help provide their students with adequate language skills and give the students a wider and deeper knowledge of the literature and the culture of the country.

These considerations have led to a widespread rethinking among educators about the goals, program, content and methods of foreign language instruction.

Certain developments and implications have become discernible:

First, the feeling that the audio-lingual competencies should receive greater emphasis than in the past, while retaining the goal of competency in reading skills together with a familiarity with literature and aspects of culture and civilization.

Second, that these competencies cannot be achieved in the typical program of two to three years of a foreign language beginning in grades 9 or 10.

Third, that if the audio-lingual skills are to be developed to a high level, a different approach to teaching and learning must be devised and implemented.

Contributions of Foreign Language Study

The educational value of the study of foreign languages is attested to by the fact that they have so long maintained their place in general education. The contributions of foreign language study to pupil education might be listed as follows:

- **Development of the ability to communicate in a foreign language**
- **Stimulus for growth in the language arts through the study of another language**

- **Enrichment of pupils' knowledge of the world they live in, thereby broadening their social understandings**
- **Increase in the knowledge and appreciation of the American heritage by an awareness of the contributions of different peoples to national growth and development**
- **Promotion of international understanding**

Objectives of Foreign Language Study

Main Linguistic Objectives

In the study of any foreign language, the main goal is the acquisition of a working language in which the student can understand and express himself clearly and effectively within the range of his experiences and needs. This is language for communication. In order to accomplish this goal, the specific objectives* are:

To understand a native speaker speaking at normal tempo on a subject within the range of pupils' experiences.

To speak sufficiently to make direct contact with a native on a subject within the range of pupils' experiences.

To read with direct understanding material on a general subject and on a subject within pupils' experiences.

To write without conscious reference to English, whatever pupils can say. Written expression is used where differences occur between oral and written forms and structures.

These skills are interdependent. Understanding and speaking are inextricably joined, while reading and writing are built on a solid base of understanding and speaking.

Main Cultural Objectives

The study of foreign languages contributes to the general aims of education. The specific goals in the study of culture are to develop:

- **A recognition of the universality of human experience**
- **A sympathetic comprehension of the foreign people through insights into their values and behavior patterns.**
- **A knowledge of significant features of (a) the nation as a geographical, cultural and political entity, (b) its heritage, (c) its unique contributions to Western civilization**
- **Cultural and aesthetic appreciations for individual growth**
- **An understanding of language in itself as a manifestation of culture**

*** These aims are in general accord with those outlined in "Modern Foreign Languages in the Comprehensive Secondary School," NASSP Bulletin, June 1, 1959.**

Guiding Principles

There are certain guiding principles in learning and teaching a foreign language upon which this syllabus is based.

Audio-Lingual Approach. The audio-lingual approach to foreign language study is based on the conviction that language as a communication skill is best developed on the basis of the spoken word.

Use of English. The audio-lingual approach assumes the greatest possible use of the foreign language in class. The class program should begin in the foreign language. English is used only where necessary for emergencies, explanation, equivalencies, or in situations where aims other than linguistic are served, and then only toward the end of the hour after the lesson in German has been completed.

Sequential Learning. The process of learning to understand and to speak before learning to read and write is the basis for the sequence of teaching the four skills. In this sequence writing follows reading.

Coordinated Learning. The language skills do not exist in isolation. Progress in one will influence the level of attainment in another. Hence, while various aspects of a language at times may be dealt with separately, it is obvious that any degree of competence in the language requires integration and coordination of skills, knowledges and attitudes.

Functional Learning. It is necessary to emphasize understanding and speaking because we are concerned with teaching a living language that is widely used in the modern world. The natural corollary is that pupils should be given opportunities to use the language actively in real or simulated true-to-life situations.

Use of Textbook. The aural-oral approach to foreign language learning implies and demands an initial period of time during the first year to be devoted exclusively to audio-lingual training. During this period no textbook will be used. After this period, the textbook materials will be used in audio-lingual practice as well as reading and writing practice. Careful choice and patterning of text materials for the sequential development of the skills will be needed.

Structure. The learning of grammar is not in itself a goal. In expressions of high frequency the structure patterns are presented and drilled orally in meaningful sentences and dialogs until they have been mastered by the pupils so that the patterns have become fixed, habitual and automatic. The teacher may give grammatical explanations wherever necessary, following initial drills. For the more complex forms a brief explanation might precede the drills.

Cultural Backgrounds. Learning about the country and the people whose language the pupils are studying is an integral part of the foreign language course throughout the sequences. Competence in the language skills should be developed within the context of the geography, history, economy and arts of the country and the way of life of its inhabitants.

Evaluation. Periodic and systematic testing is an integral part of the teaching process.

Correlation with Other Curriculum Areas. Teachers will wish, wherever feasible in enhancing the language program, to relate their classroom activities to pupil learning in other curriculum areas.

Vocabulary. It is preferable for students to master a more limited vocabulary and be able to use it actively in multiple structural forms for *speaking* and *writing* than to have a passing acquaintance with an extensive vocabulary that they cannot manipulate. An extensive passive vocabulary for reading and aural comprehension is also developed.

Courses of Study

In planning the courses of study in foreign languages, the syllabus committees, recognizing the personal and social values as well as the linguistic aims of foreign languages, recommended that provision be made for longer sequences of study. Although the syllabus applies to secondary education, the committees acknowledged a growing trend toward introducing foreign languages into the curriculum of the elementary grades and the necessity for providing articulation between the elementary school program and the secondary school program. It is in accordance with the committee recommendations that the following courses of study have been devised and described in detail in this syllabus.

1. A six-year sequence starting in grade 7 and continuing through grade 12 with class meetings five periods a week preferably throughout the six years.

Optimum results in achieving the outcomes of the six-year sequence can be obtained only by a full program. The objectives of the sequence and the skills and knowledges outlined in the syllabus for each grade will be attainable only if a sufficient number of class periods are provided.

The beginning years are most important in laying a firm foundation for the development of audio-lingual power. It is suggested, therefore, that beginning classes meet five times a week so that maximum impact can be placed in these years. Where five periods a week are impossible in grades 7 and 8, class instruction for at least three periods a week for a minimum of 40 minutes each period is essential for the attainment of minimal goals in the skills and knowledges outlined in the syllabus.

2. A four-year sequence starting in grade 9 and continuing through grade 12, with class meetings five periods a week.

Advanced Placement Course. **An optional course for advanced placement in German has been formulated in a separate bulletin entitled, *Advanced Placement Program in German*, published by the Department.**

Articulation with Elementary School Program. **If a school system has a program of foreign languages in the elementary schools, provision should be made by the school system for the articulation of the elementary school program with the secondary school program. Some suggestions are outlined in the chapter entitled "Selection of Students."**

The Four- and Six-Year Sequences

Both four- and six-year sequences aim to provide satisfying and attainable goals in foreign language learning in all four skills. Audio-lingual experiences will develop the power to communicate directly in the foreign language in speaking and understanding on topics of practical value. Reading of both literary works and of other materials will give pupils practice in reading for comprehension in different media for personal and social development, for practical use or as a basis for further study or research; writing will concentrate on form and content related to real-life situations.

Cultural content is used as a vehicle for language learnings wherever possible and familiarizes pupils with the salient facts about the foreign land, including the basic values and behavior patterns of the people. In order to implement these goals, careful selection of content in the teaching of all four skills and in integrating learnings is necessary.

In both courses:

- **Emphasis is placed on forms most useful for direct communication.**
- **Instructional methods emphasize the forming of direct bonds between concept and expression in the foreign language.**
- **The selection of vocabulary, structures and other content is made to implement linguistic and cultural objectives consonant with the principles of language learning.**
- **Careful patterning of sequential learnings serves both courses.**
- **Reading includes various forms of literature and a variety of media.**
- **Pupils will write what they are able to say. Where differences occur between the spoken and written language, the writing will employ accepted written forms and patterns.**

Differences between the Courses. For all four skills, the experiences provided for pupils in the six-year sequence will extend beyond those developed in the four-year sequence.

Audio-Lingual Skills

a. In developing speaking ability, pupils in the six-year sequence will aim to use the vocabulary included in such books as: *Patterns of German Conversation* by C. R. Goedsche, Houghton Mifflin Company, Boston;

Deutsch für Ausländer, Teil I, Ia by Hermann Kessler, Kesslers Verlag Für Sprachmethodik, Essen, Gehrberg 70 and *Deutscher Alltag* by Johanna Haarer, Max Hueber Verlag, München. They also will aim to use the major forms of structural items in the structure charts for the first four years. Conversational experience will extend beyond that of the four-year students. Students in the four-year sequence will be expected to use major forms of the structural items listed for the first two years and part of the third year and the major vocabulary items from such books as suggested above. Students will utilize these learnings in conversations on topics of practical value.

b. In developing aural comprehension, pupils in the six-year sequence will have additional aural experiences in understanding the language commensurate with their additional study of literature, culture, structure and vocabulary. Their understanding of the spoken word will, therefore, extend beyond that of pupils in the four-year sequence.

Reading

a. Pupils in the six-year sequence will read literary works from major periods in literary history. The reading of literature will involve a study of literary elements such as style, theme, motivation and historical background. The reading of material from other media, in addition to increasing pupils' understanding of the foreign civilization, will involve the acquisition of a relatively specialized vocabulary basic to further literary or artistic research.

b. Pupils in the four-year sequence will read literary material from fewer of the major periods. The study of style, theme and motivation will be more limited than that of pupils in the six-year sequence. The reading of other materials in a variety of media is less extensive in scope and aims to develop an understanding of the civilization of the foreign land as well as developing general reading power.

Writing

a. Pupils in the six-year sequence will practice free composition in the upper levels of the sequence and pupil choice of topics will be encouraged.

b. Pupils in the four-year sequence will progress from controlled to free composition in the final year of the four-year sequence.

Selection of Students

Two factors should be considered by the local school system in advising students as to their probable success in a course in a foreign language:

- **Whether the course is to be offered for satisfying requirements for a State Regents diploma or whether it is to be offered for a local diploma.**
- **The pupils' personal qualities related to language study.**

Candidates for a Regents Diploma. If the student intends to apply for a Regents diploma, he may be handicapped if his record shows that he is below average in general ability, intelligence quotient and past scholastic achievement, and is retarded by more than one year in reading skills. In giving pupils guidance in programing, the local schools should use as instruments of measurement the student's reading score as measured by a standardized test, his intelligence quotient, his interest in learning the language, his past achievement in the area of English language arts and skills, his past experience with the foreign language, his study habits and recommendations of his teachers.

Prognosis Tests. General ability tests, such as the Iowa tests, often contain groups of tests involving verbal skills and knowledges (vocabulary, reading comprehension, language arts). Scores in such tests can assist in determining the probable degree of success.

The Modern Language Aptitude Test* has yielded positive results in predicting probable success for students starting the study of a foreign language in grades 9 through 12. Such a test, however, should be used only in combination with other means of evaluation.

Candidates for a Local Diploma. If the school system wishes to provide a course of study in a modern language for credit toward a local diploma only, criteria governing both the course and the students taking it will be determined locally. Judgment will be exercised by the school administrators in programing for such a course pupils seriously retarded in reading scores or with intelligence quotients below the average range. Students who have special backgrounds (such as natives or children of natives of the foreign country) should be considered individually.

Pupils Who Have Had a Foreign Language in Elementary School. Pupils who have studied the foreign language in elementary school may be selected on the same basis as those who begin their study in the secondary school.

Provision for articulation with the elementary school for a continuing program of instruction on the secondary level should be made wherever possible. The additional factor of measuring achievement in the foreign language will be added to other criteria.

Principals may be guided in evaluating the achievement of pupils who have had a FLES program by examining (1) the language content of the courses given, (2) the skills developed and the order in which they were developed, (3) the time spent in FLES and (4) the quality of the teaching. It is to be remembered that many FLES programs are entirely audio-lingual in approach.

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* The Psychological Corporation, 304 E. 45th St., New York 17.

If principals find that the FLES program has been sufficiently rich, they might provide continuing programs of two kinds.

- **Where numbers are sufficiently large a second track might be provided so that pupils may progress together throughout the sequence on a higher level than those who have not had the advantages of FLES.**
- **Where the FLES program has been especially rich and effective, an articulation class might be provided for (a) a rapid development of reading and writing skills and (b) an opportunity to fill in whatever content of the seventh year course was omitted from the FLES program. After a certain period, schools might examine these pupils with a view to giving them advanced standing. Age and maturity levels, however, should be carefully considered, as well as linguistic skills.**

Teaching the Four Skills

Introduction

Under the methods upon which this syllabus is based the four skills are to be introduced in this order: hearing, speaking, reading and writing.

The method described is generally referred to by the term "audio-lingual," an expression devised by Nelson Brooks of Yale University. It is descriptive of the hearing-speaking emphasis in the teaching of modern foreign languages. In the beginning of a foreign language course, stress is put on language as *speech*. The methods described in this chapter are based upon the observation and analysis of language which has been carried out by linguistic scientists in the United States and Europe.

Methods To Be Used. Modern methods require that a foreign language be approached as speech. It is suggested that a large portion of the first year be devoted to an exclusive audio-lingual program. No books should be used during this period.

Ear-Training. Adolescent learners require long training in listening to authentic speech models in order to enable them to distinguish the various and sometimes novel sound features of the foreign language. Neglect of basic ear-training will result in the inability of the learner to acquire an authentic accent.

Tongue-Training. Training of the tongue follows closely. All aspects of speech are reducible to patterns and these are established and reinforced in the pupils' minds through considerable repetition of exercises which are planned by the teacher. Pattern drills are therefore the core of the teaching process described here.

After these patterns have been acquired by the pupils in the form of correct speech habits, the teacher may occasionally find it desirable to employ grammatical terminology in clarifying items of structure. It is expected that by the end of the four- or six-year sequence the pupils will have mastered the essentials of German grammar.

Reading. As described in the following pages, after the pupils have mastered the sound and intonation patterns of the foreign language, as a result of their ear- and tongue-training, the teacher will introduce reading. Initially, this reading material is to be restricted to the utterances which the pupil has already mastered audio-lingually. This does not mean that reading is neglected but rather that true reading for enjoyment is reinforced due to the pupils' ability to comprehend, without translation, what they are reading. In Levels I and II the reading is intensive in nature; i.e., restricted to a close examination of the text.

Writing. The writing skill is developed after the initial reading program has started. Literal copying of dialogs is to be followed by transformation exercises within the dialog content. Dictation is eventually introduced and should be used quite frequently. Thus, the pupil in the initial stages of learning writes only what he has read, reads only what he has spoken and speaks only what he has heard.

Extending Learning Experiences

The various stages developed above will be accomplished in Levels I and II. In the upper levels the teacher extends the learning experience of his pupils by means of the following steps:

1. ***Listening Comprehension.*** More ear-training is provided by lengthening the text, speeding dictation, adding to the number of speakers and introducing background noise.

2. ***Advanced Speaking Practice.*** This is accomplished through oral compositions (with and without notes), summaries of reading, reports of personal experiences, debates, panel discussions and dramatic sketches.

3. ***Extensive Reading.*** Extensive reading of 10, 20 or even 30 pages per daily assignment (depending on the level and the ability of the pupil) is now added to the intensive reading program of Levels I and II. Pupils are now guided into choosing their own books for this purpose. This is essential if they are to enjoy reading the second language and to appreciate its literature.

4. ***Extensive Writing.*** The fourth, fifth and sixth years of language learning provide more writing in the form of personal analysis of intensive reading, summaries and evaluations of extensive reading and free composition on subjects of individual interest.

In the following pages the teacher will find detailed instructions for teaching German in the new key.

Developing Aural Comprehension

Purposeful Listening. Just as in typing one learns the touch system best with unlettered keys, so one learns to hear and understand speech best if the eye does not intervene. Adolescent learners, having already acquired an interfering set of speech habits and not feeling the same need as young children to conform exactly, require long training in listening to authentic models and constant correction in imitating the pronunciation, rhythm and intonation. Neglect of basic ear-training will result in the learner's never acquiring an authentic accent. Secondary school pupils acquire most of their learnings in other curriculum areas either through the printed word or through listening to their native tongue. Comprehension of content in listening to English is acquired without regard to individual sounds or sound sequences, because vocabulary and phraseology are already highly developed. Therefore, the ear has become correspondingly sluggish; the eye has become highly skilled. Pupils' sense of hearing must now be reactivated through purposeful listening.

Developing an Understanding of the Spoken Word. Understanding the spoken word is a complex process involving the mastery of:

1. **Discerning sounds, patterns and melodies which characterize the language**
2. **Associating sound with meaning**
3. **Inferring the meaning of words from the context in which they occur**

Activities To Promote Purposeful Listening. The teacher should provide abundant opportunity for systematic, intensive practice so that habits of accurate, discriminating listening will be established. Listening experiences which require concentration on sounds and sound sequences should be provided from the beginning of the course.

Among the first listening experiences pupils might have are those which require action responses. A simple device which will demonstrate to beginning pupils that they must listen attentively is the following:

Pupils stand in rows beside their desks or arrange themselves in teams along either side of the classrom. They then make non-verbal responses to rapid fire commands, such as: *Stehen Sie auf! Heben Sie den linken Arm! Zeigen Sie mir Ihr Heft! Drehen Sie sich um! Setzen Sie sich!*

Pupils who do not respond to the desired action are "out." Even greater alertness is demanded if pupils are instructed not to follow the command unless it is preceded by the words, *Karl sagt*. More able pupils may be selected in turn to issue the commands. In this game, failure to listen attentively and to associate sound with meaning is instantly detected.

Listening is further developed by the use of the foreign language in class for daily routine and directions. If the teacher, from the outset, conducts the class in the foreign language, beginning pupils will soon absorb a considerable number of expressions used in classroom routines as well as in the amenities, involving expressions of greeting, health, weather and relationships of people and things.

As Pupils Progress. As pupils progress, their training in aural comprehension throughout both sequences will be proportionate to the opportunities afforded for practicing this skill. They must listen not only to comprehend, but to reproduce the sounds, sound sequences and intonation of the teacher or of taped material. Practice in listening for understanding alone or for understanding and reproduction might be given through:

1. Anecdotes, poems, prose passages, selections from reading material, conversations or songs rendered in person or on tape or discs by the teacher or by a native informant
2. Films, radio programs or taped correspondence

Additional suggestions will be found in the section devoted to speaking under the heading "Aural Materials." The two skills, understanding and speaking, may be considered interdependent; they are trained and developed concurrently.

Taped Correspondence. Taped correspondence with foreign individuals or schools might provide part of the program. In return for English language recordings made by American pupils, the school may receive foreign language tapes made by pupils of the same language level. Attempt should be made to get a wide variety of tapes. In providing foreign schools with examples of aspects of American culture, attention should be given to school and family living. Such topics as student council meetings, conversations between students, and conversation around the dinner table might be written as scripts and carefully recorded for the foreign school or individual. Suggestions might be given foreign schools or individuals for recording of similar material by them for listening by American students.

Testing Aural Comprehension. Suggestions for testing aural comprehension appear in the chapters "Evaluation" and "Audio-Lingual Experiences."

Speaking

Introduction

The Speaking Objective. The new emphasis placed on the communication skills of understanding and speaking requires change in materials, methods and evaluation. Learning can no longer zigzag between the foreign language and the native language. It must follow a direct line between object, action, idea and the foreign language.

The degree to which the sound and structure patterns become automatic in speaking determines the growth in language skill. The tongue cannot imitate well a sound which the ear does not hear clearly. The ear is therefore the most important speech organ. But the proof that the ear has heard accurately occurs when the tongue reproduces the sound accurately. In the past we have neglected both of these aspects of speech. The teacher must be willing to provide authentic speech patterns — on tape or disc, if necessary — and must be able to analyze speech in order to guide the learner. For example, he should be able to explain and demonstrate such speech phenomena as pure vowels, unaspirated stop consonants and significant tone patterns.

To assure the pupils practice in correct speech patterns the teacher should use materials recorded by native speakers of German. Only native speakers are known to possess authentic speech. This means that speech models cannot be authentic unless they are spoken by natives at natural speed. Imitation of such models requires careful planning and skillful drill. The pupil must be trained not only to understand normal speech in the foreign language within his maturity and experience levels, but to reproduce habitually the sounds and structures within those levels. He must be so steeped in the language patterns required for mastery in speaking on his level of learning that he can produce them at will, correctly and effectively.

In order to attain this goal, pupils must hear, imitate and manipulate a great variety of speech patterns. Every step, therefore, must be guided. The structures and vocabulary chosen must be of high frequency in the spoken language; the associations between the expressions in the foreign language and their meanings must be clear; opportunity must be provided for abundant practice; the practice must be carefully designed to provide for manipulation of the structures through drills such as question-answer responses, directed dialog and pattern drills; the patterns selected for mastery must be over-learned for responses to be automatic.

Functional Situations. In the initial stages, teachers may capitalize on the activities of the classroom to provide functional situations which enable pupils to make direct association between actions and the foreign language expression. *Ich öffne die Tür* accompanied by the act of opening the door needs no English interpretation. By repeating the sound and structure pattern, *Ich öffne die Tür,* until he controls it, the pupil can associate the learned pattern with a continually increasing number of situations, such as *Ich öffne den Schrank; Ich öffne das Fenster; Ich öffne die Aktentasche.* As the pupil's maturity and experience expand, the learned speech patterns will permit him to go more and more automatically and directly from act, image or idea to oral expression.

Importance of Situational Context. It is important that the teacher choose carefully not only the speech patterns but also the situation sequences in which they are to be presented. He must recognize and work progressively within the pupil's maturity and experience levels, forcing the pupil to adapt, develop and extend the foreign language that he knows in order to prepare for situations that he must meet. In the first place, the need to face a situation increases the desire and the ability to respond to it. The ability to respond to the situation increases the interest and pleasure in it. This is important since experience indicates that interest and pleasure are essential to effective learning. In the second place, presentation in a situational context is important because words have meaning only as they are associated with living experience, vicarious or actual.

Criteria for Selection of Audio-Lingual Material

The following questions should be considered in choosing the situation sequence to be presented, developed and practiced:

Will it fit a specific stage of foreign language study?
Will it fit a specific age and experience level?
Has it practical, personal usefulness, both as to the information and the speech patterns developed?
Does it lend itself to dialog form?
Has it linguistic and other cultural worth?
Does it awaken an interest in the country and its people?
Is it interesting and enjoyable?
Does it lend itself to the use of supplementary audiovisual aids?

Types of Audio-Lingual Material. There are four main areas from which the audio-lingual material may be taken:

1. **Social amenities:** greetings; introductions; inquiries regarding health and members of family; appointments; requests for information; expressions of regret, sympathy and appreciation
2. **Classroom procedures:** daily routine; class directions; dates; time of day; classroom duties; school subjects; class schedule; assignments; location of classroom objects; use of school materials
3. **Area information:** the tangible reality of contemporary life:* family; daily routine at home, at meals, at the doctor's, dentist's, tailor's, hairdresser's; shopping in local stores, at the department store, the restaurant, the hotel, the post office; at the travel agency; at the airport; at the bus, garage or railway station; at the bank; at the cinema, theater, sports arena, museum; at a party or a dance
4. **Civilization:** social, political, religious institutions; education, arts, national and regional characteristics; industry, trades, professions; natural resources, agriculture; geography and geographical features

Textbooks, particularly those of years 7, 8, 9 and 10, should be chosen with this type of material in mind.

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* This designation is quoted from Leon Dostert.

Centers of Interest. It is suggested that audio-lingual experiences be built upon centers of interest chosen from areas such as those enumerated previously. A unit may be built around a center of interest on one level of learning, or on a center of interest which permits development throughout the various levels. For example, *Unser Haus* might be a center of interest in grades 7 or 9 alone, or it might be the center of interest on which a unit is developed on higher and higher linguistic levels throughout the sequences. *Mein Schulkamerad* at grades 7 or 9, might develop to *Eine junge Dame (Ein junger Herr), deren Bekanntschaft ich gemacht habe* in grades 10 or 11. In grade 9 or 10, one might go to the theater to see a motion picture; in grade 11 one would go to the theater to see a play. The situation is adjusted to meet the interests and needs of each level. The speech patterns are adapted, developed and extended to match the maturity of the student.

Suggestions for the development of topics audio-lingually through centers of interest and special subjects are found in the chapter entitled "Audio-Lingual Experiences."

Aural Materials. Aural materials made by native speakers such as conversations, readings of prose, poetry and plays, preferably correlated with textbook and reading materials, should be made available in every foreign language department. Songs and musical selections should be included. Maximum use should be made of these materials in encouraging speaking, oral reading, dramatization and singing.

Audiovisual Materials. Both teaching and learning will be facilitated and enriched by the direct association of the foreign language with visual material, such as desk outline maps, wall maps, posters, travel folders, pictures, stamps, coins, slides, filmstrips, films, magazines, newspapers, miniature houses with furnishings, costume dolls, costumes or articles of clothing distinctive to the foreign people.

Teaching the Speaking Skill

The audio-lingual learning process has three distinct phases, (1) listening, (2) model-imitation and (3) reinforcement. Each pattern the pupils learn must be heard, imitated and reinforced in varied drills for manipulation.

1. Listening. The pupil must first listen purposefully, with the object of understanding what is being said, as described previously. Before he can repeat the pattern intelligently, he should comprehend its meaning. Upon hearing the utterance, therefore, he should associate it with an action, an object or an idea. Gestures, pantomime, actions, chalk drawings and other suitable visual materials aid comprehension.

In the early stages, most speech patterns lend themselves to illustrations of this kind. As pupils progress and gain control over a number of patterns, paraphrasing and definition may be added to the devices enumerated.

Where necessary, the English meaning may be given first upon presenting new content.

The length of time devoted to listening to each utterance before repeating it will naturally diminish as pupils become familiar with the sound sequences of the language and gain understanding and control of a number of speech patterns.

2. **Model-Imitation.** The basis of learning for audio-lingual competency is "listen-repeat." Pupils, therefore, imitate and repeat the authentic speech patterns modeled by the teacher or tape.

The imitation takes place first chorally and then individually. Choral repetition in the initial stages may be given variety by reducing the size of the group from the entire class to half the class and then to a single row. Individual repetition may follow. After several single repetitions, a double repetition may be elicited. The double repetition forces the student to remember the entire utterance for a few moments, increasing the effectiveness of the practice for memorization.

The beginning utterances spoken by pupils might be a natural extension of listening and doing, as described in the chapter entitled "Listening," to doing-and-saying. Such expressions as *Stehen Sie auf!, Setzen Sie sich!* will be accompanied not only by the action, but by the verbal response of *Ich stehe auf, Ich setze mich* repeated on the teacher's model. This is suggested as the beginning procedure because, although these are difficult speech patterns, they are understandable, do-able, say-able and, therefore, easily imitated, repeated and memorized.

The repetition of speech patterns in imitation of the teacher's or tape's model continues throughout the course. The amount of repetition is progressively reduced as the course advances. In the prereading period, this imitation will involve a learning and over-learning of the textbook material to be presented eventually for reading. As pupils progress, the forms most essential for audio-lingual competency will be repeated most often. The number of repetitions will decrease as pupils mature, obtain control of basic speech patterns, and are assisted by the multiple sense appeal which is extended as they progress to reading and writing.

3. **Reinforcement.** Throughout the learning period, the immediate and specific audio-lingual goal is accuracy, fluency and variety of speech patterns. In order to attain this goal and assume progressively more mature and systematic practice in hearing and saying the most essential structure patterns and vocabulary items introduced at each level, the student over-learns, to the point of automatic control, the content learned through listening and imitating. Varied and continued practice is needed for this over-learning. Only in this way will the foreign language become a controlled, manageable communication tool.

The oral drills suggested below provide for varied practice of the material heard and imitated. Their objectives are identical: accurate, rapid, automatic response. The practice must be rapid so as to force immediate recognition and response. There must be no time for translation.

At each succeeding level of study, there will be an increase in the length and complexity of both question and response. There should also be a frequent recurrence of review items. At all times the speed and volume should approximate those of the average native speaker.

In the examples below, expressions included in parentheses indicate possible expansions.

1. Question-Answer Practice

This question-answer process is first practiced between teacher and pupil. *When the phrases become familiar enough,* pupil-pupil practice may begin.

Teacher: Karl, wie ist das Wetter heute?
Karl: Es ist sehr schlecht (aber gestern war es schön).
Teacher: Hilde, was machen Sie nach der Schule? ***(See note on use of "du," "ihr" and "Sie," page 25.)***
Hilde: Nach der Schule gehe ich schwimmen.
Teacher: (First in English, later in German) Please ask that question of the student behind you.
Hilde: Fritz, was machst du nach der Schule?

During the practice of question-answer sequences, the teacher may wish to refresh the students' memory of the correct rhythm or melody pattern of a sentence or to correct a particular phrase that is causing difficulty. In order to do this, interrupt the student practice by saying (in English at first, later in German), "Please ask me that question." The teacher may then supply a new model for immediate imitation.

Teacher: Fragen Sie mich um wieviel Uhr der Zug nach Hamburg abfährt.
Pupil: Um wieviel Uhr fährt der Zug ab, Herr Lehrer?

Another exercise would involve the entire class in answering a question. Either the teacher or a pupil may ask and the class is to answer in unison (it is necessary to be certain of correct responses in unison).

Teacher: Karl ist abwesend, nicht wahr?
Class: Jawohl, er ist abwesend.

2. Chain

This type of drill forces a very rapid shift from the answer to the question form as each pupil answers a question and then either repeats the same question or frames a new one to be answered by the next pupil.

The teacher should start the practice near where he is standing, and the "chain" should continue until four or five pupils have recited. Although the teacher may start the chain by directing a question to the first pupil, he should not include himself in the chain practice. The teacher can stop the chain by saying *"Danke sehr"* to the last pupil to recite.

> **Teacher: Mein Steckenpferd ist Fischen. Was ist Ihr Steckenpferd, Maria?**
> **Maria: Mein Steckenpferd ist Stricken. Was ist dein Steckenpferd, Karl?**
> **Karl: Mein Steckenpferd ist Basteln. Was ist dein Steckenpferd, Fritz?**
> **Fritz: Mein Steckenpferd ist Schlafen.**
> **Teacher: Danke sehr (das ist genug).**

3. Directed Dialog (Restatement Relay)

Direct a pupil in German to ask a certain question or make a certain statement as illustrated under Number 1 (Question-Answer practice). Use this model for creating directed dialogs in the succeeding units. Use expressions such as *Sagen Sie mir* and *Fragen Sie mich* or *Fragen Sie ihn* frequently enough so that the pupils understand them readily. Directed dialog is an excellent way of conducting a speaking test.

> **Teacher: Maria, fragen Sie Paul, wie viele Platten er hat!**
> **Maria: Wie viele Platten hast du, Paul?**

In the initial usage of the directed dialog the teacher may explain the use of *du, ihr, Sie* and may tell the pupils that he will normally address them with the formal form. (Younger pupils, however, should be addressed with *du* and *ihr.)* To get them accustomed to this, the teacher may occasionally use such commands as the following:

- **Sagen Sie mir, Sie haben Pech!**
- **Fragen Sie Marias Nachbarin, wie sie heisst!**
- **Sagen Sie mir, was Sie zum Frühstück essen!**

Thus the pupil not only will learn that the teacher and he will use *Sie* in conversation, whereas he and his fellow pupils will use *du* and *ihr,* but in addition, his ear will become attuned to transposed word order.

4. Completion

In bridging the gap between the stages of imitation and repetition on the one hand, and variation and selection on the other, the use of nonverbal cues plays an important role. When a nonverbal cue, such as the showing of an actual object, serves as the stimulus to a pupil's answer, his response is dominated by what he sees rather than by what he has just heard. The thing itself, rather than its name, serves to activate the pupil's memory.

Several factors govern the use of objects or other visual aids as nonverbal cues. Practical considerations demand, for instance, that any visual aid used in class should be small enough for easy handling, but large enough to be clearly visible even from the back of the room. Most important, however, is the point that the specific use of any teaching aid must be very carefully planned. If the exercise is directed toward the imitation, repetition or variation stages of practice, the nonverbal cues should be chosen so that each will suggest to the pupil one, and only one, response. If, on the other hand, the exercise is intended to give practice in selection, the nonverbal cue should be a stimulus to a variety of responses within the limits of the pupil's store of well-learned phrases and sentences.

> **Teacher: Ich lege die Kreide auf den Tisch.**
>
> **Teacher: Ich lege die Kreide . . . (Nonverbal cue: the teacher points to various positions.) Pupils respond with appropriate phrases: *auf das Buch, an die Tafel, in die Schublade.***

Additional drills for the teaching and reinforcement of vocabulary and structure are given in the chapter entitled "Patterns for Drills."

Suggested Approaches. Among the ways to approach the development of the speaking skill, four will be suggested here. The use of all four approaches is recommended. The choice of approaches will depend on the needs, interests and preferences of teachers and pupils, and on the manner in which the approaches implement the courses of study. Many teachers use a free conversational approach (II) before the dialog approach (I).

Teachers should feel free to develop approaches to suit their individual needs and preferences.

Approach 1

In this approach a previously prepared dialog coordinates the teaching of vocabulary and structure with audio-lingual drill in all forms for saturation practice. The presentation outlined below is intended to illustrate the use of materials, taken either from the textbook or other sources, in presenting vocabulary and structure of high frequency. Instead of building up a conversational sequence, the dialog is first learned in its entirety through choral and individual repetition as explained below. Drills based on the dialog follow to assure manipulation of varied forms for automatic response.

The sample dialog below presents one new structural item, the present tense of verbs without vowel changes, in basic sentence patterns. Vocabulary items, such as *nach Hause, neue Schallplatten,* are added; supplementary expressions, such as *also los, worauf warten wir noch,* add flavor and provide practice on a useful expression.

In constructing a dialog such as the one below, teachers might follow these principles:

1. **The dialog should be composed of no more than six to eight utterances or sentences.**
2. **It should be natural, restricted to two or three roles, and should permit pupils to identify themselves with the situation and expressions utilized.**
3. **Review structures in basic patterns should be included to relate new knowledge to previous knowledge (*gehen* + place).**
4. **Review structures or vocabulary should be combined wherever possible with the new structure (*Ich gehe fischen* is new; *besuchen* is reviewed).**
5. **The new structures in basic patterns are repeated.**

The sentences included in the sample dialog follow these principles. Additional vocabulary referring to places *(in die Schule, in den Garten,* *auf das Land),* to a variety of activities *(studieren, musizieren),* or others which fit into the same situational context might be utilized in the drills after basic patterns are fixed. Once the dialogs have been supplied the text might be utilized in its entirety if the sentences comprising it lend themselves adequately to pattern drills.

The treatment of the drills as outlined below is intentionally exhaustive, as it aims to present a sufficient amount of drill practice in situational context for teachers to choose those types of drill most suitable for their purposes and to show the sequence of drill buildup. Drill activity may be interspersed with games, songs, poems or occasional use of buildup approach in order to guard against over-mechanization and to retain flexibility for individual differences and teacher-pupil rapport.

Basic Dialog:* (Prepared by the teacher, relative to text or other materials or selected from the text)

Karl: Wohin gehst du nach der Schule?
Fritz: Nach Hause, warum?
Karl: Was machst du dort?
Fritz: Oh, nichts Besonderes.
Karl: Warum besuchen wir nicht Walter?
Fritz: Hat er neue Schallplatten?
Karl: Nein, wir kaufen ein paar Schallplatten.
Fritz: Also los, worauf warten wir noch?

Step I: Exposition: The teacher gives a brief description in English of the persons and action of the story. Although this description of the situation is not a translation, it renders the meaning very clearly.

Step II: Repetition practice of the entire dialog

A. Teacher preparation

In order to present the dialog situation as realistically as possible, the teacher should memorize each section exactly as it is written. If a master tape is available, the teacher can listen to it two or three times before his initial presentation. He should practice the lines aloud, being conscious of correct pronunciation, rhythm and sentence-melody. It is suggested that the teacher prepare or collect any "props" such as pictures or objects that will aid in getting across the meaning of specific words.

B. Listening phase

1. The teacher reads or recites the entire dialog once, at normal speed, using appropriate gestures and props to illustrate meaning. The teacher should illustrate as much as possible and

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* These procedures were suggested by *Beginning Audio-Lingual Materials, German* prepared under the provisions of the National Defense Education Act of 1958, Language Development Program, as a Cooperative Project of the Glastonbury Public Schools, Glastonbury, Conn. Published by U. S. Office of Education, Washington, D. C., June 1959; now published by Harcourt, Brace & World, Inc., 1961.

remember that dialog is valid language, with a speaker, a hearer and a situation.

2. Following the first presentation of the dialog the teacher should pronounce a whole sentence or utterance four or five times at normal speed. As he pronounces, he moves among the pupils to assure their hearing the utterances clearly.

C. *Repetition phase*

1. Full choral response, single repetition

The teacher repeats the model sentence loudly, clearly, and at normal speed. He instructs the class with *Bitte, wiederholen Sie* or *noch einmal, bitte* to imitate this utterance as accurately as possible — single repetition. This process should be repeated with full choral response about eight times. When he notes an error, he waits until the end of the utterance, then gives the correct form or sound, being careful not to distort the intonation and rhythm patterns. The corrected word is repeated in context and the entire sentence is repeated. If the entire class is making the same error, the teacher may stop the drill, lift out the incorrect portion, give practice in it until it is perfect, replace it in its sentence and resume the choral drill.

2. Building up longer phrases

Where a new utterance or sentence is too long to be remembered at the first presentation, it must be broken up into meaningful units and practiced by the technique of building-up from the end. This preserves the normal intonation pattern.

Example: Wohin gehst du nach der Schule?

a. .... Schule?
b. .... nach der Schule?
c. ...... gehst du nach der Schule?
d. Wohin gehst du nach der Schule?

This building-up process may also be utilized in long and difficult words which are broken up into their component parts.

3. Full choral response, double repetition

After the single repetition the teacher calls for double repetition. The pupils, after learning the model sentence, repeat the phrase or sentence twice in quick succession. This double repetition forces the pupil to remember, if even for only a few seconds, the entire utterance and to repeat it under the stimulus of an acoustic image.

4. Half-choral practice

The class is divided into two groups, one for each role in the dialog. The dialog is repeated again chorally, in the two roles. The teacher calls for four or five double repetitions with each group and then reverses the groups to mimic the other portion of the dialog as before.

5. **Small group practice**

The teacher calls for two or three double repetitions from each row of pupils or any other comparable portion of the class, depending on seating arrangements. He moves about the classroom to check on accurate responses. When he hears a mistake, he stops the small group practice and gives a correct model for the entire class to repeat once or twice.

6. **Individual pupil practice**

The dialog is recited by individual pupils in the two roles.

Step III: Reinforcement phase (dialog adaptation)

A. *Response drills*

1. Personalized conversation: *question-answer practice* based on the dialog. (See previous description.)
    - *a.* Teacher-class. The teacher asks a question; part or all of the class gives the answer.
    - *b.* Teacher-pupil. The question is directed to an individual pupil; the others monitor.
    - *c.* Pupil-class. One pupil asks a question; the entire class answers; the teacher monitors.
    - *d.* Pupil-pupil. An individual pupil asks a question; a second pupil answers; the class and the teacher monitor. This may be developed into a chain drill, if desired.

B. *Directed dialog*

At first, teacher-pupil, to provide model; then pupil-pupil. (See previous description.)

1. In the beginning lessons of the term, the question following *Fragen Sie mich* might be placed in the form of a direct quotation.
2. The question is thereafter in indirect discourse.

Examples for Step III

Basic Pattern I

A. *Question-answer (patterned response drills)*

Teacher	*Pupil*
Type 1.	
Ich gehe nach Hause.	
Gehen Sie nach Hause, Hans? (Sagen Sie ja)	Ja, ich gehe nach Hause.
Ich gehe in die Schule.	
Gehen Sie in die Schule, Karl? (Sagen Sie ja)	Ja, ich gehe in die Schule.

Type 2.	
Gehen Sie in die Schule oder nach Hause, Fritz?	Ich gehe nach Hause (in die Schule)
Type 3.	
Wohin gehen Sie, Maria?	Ich gehe nach Hause.

B. *Directed Dialog (Restatement-relay based on teacher's model)*

Teacher	*Pupil*
Maria, fragen Sie mich, wohin ich gehe.	Wohin gehen Sie, Herr Lehrer?
Ich gehe in die Schule.	
Karl, fragen Sie Maria, wohin sie geht.	Wohin gehst du, Maria? Ich gehe nach Hause (in die Schule)
Maria, fragen Sie Robert, wohin er geht.	Wohin gehst du, Robert? Ich gehe nach Hause (in die Schule)

(Follow by chain drill if desired.)

Basic Pattern II

A. *Question-answer (patterned response drills)*

Teacher	*Pupil*
Type 1.	
Ich gehe heute nach Hause. (in die Schule, in die Stadt)	
Gehen Sie heute nach Hause? (Sagen Sie "ja")	Ja, ich gehe nach Hause.
Ich kaufe heute einige Schallplatten.	
Kaufen Sie heute einige Schallplatten? (Sagen Sie "nein")	Nein, ich kaufe keine Schallplatten.
Type 2.	
Fritz, gehen Sie heute nach Hause oder in die Stadt?	Ich gehe nach Hause (in die Stadt)
Karl, gehen Sie heute fischen oder einkaufen?	Ich gehe heute fischen.
Type 3.	
Fritz, wohin gehen Sie nach der Schule?	Ich gehe ....
Karl, was kaufen Sie?	Ich kaufe ....

B. *Directed dialog (restatement — relay drill)*

Type 1.	
Fritz, fragen Sie mich, ob ich heute in die Stadt gehe!	Gehen Sie heute in die Stadt?
Ja, ich gehe in die Stadt.	
Maria, fragen Sie Hilde, ob sie heute in die Stadt geht!	Hilde, gehst du heute in die Stadt? *(Hilde replies.)*
Robert, fragen Sie Fritz, ob er heute fischen geht!	Fritz, gehst du heute fischen? *(Fritz replies.)*
Ludwig, erzählen Sie Hans, dass Sie die Aufgabe machen.	Hans, ich mache die Aufgabe.

Type 2.

Fritz, fragen Sie mich, ob ich heute nach Hause oder in die Stadt gehe!	Gehen Sie heute nach Hause oder in die Stadt?
Maria, fragen Sie Hans, ob er heute einkaufen oder fischen geht!	Gehst du heute einkaufen oder fischen?
Robert, fragen Sie Maria and Hilde, ob sie heute in die Stadt oder nach Hause gehen!	Geht ihr heute in die Stadt oder nach Hause?

Type 3.

Walter, fragen Sie Ludwig, was er kauft!	Was kaufst du?
	Ich kaufe ....
Maria, fragen Sie Elisabeth, wohin sie heute geht!	Wohin gehst du heute?
	Ich gehe ....

Step IV. Structure drills

Pattern presentations are essentially repetition exercises to provide a model of the grammatical point to be stressed in the drills. These exercises should be practiced until the pattern is learned.

Verbs

The first person singular and plural followed by the second person singular and plural are presented together. Only when these have been mastered should the third person singular and plural be introduced. As the teacher presents each person of the pattern, he should use gestures to make clear who and how many are indicated. If the various forms of *you* cannot be made clear easily by gestures, the teacher should explain the distinction in English. The pupils should be told to repeat the gestures as they repeat the pattern in full chorus. The whole pattern is to be repeated in this way several times before the teacher proceeds to the drills.

A. *Repetition drill (presentation of pattern)*

Teacher	*Pupils*
Ich gehe in die Schule.	Ich gehe in die Schule.
Wiederholen Sie!	
Wir gehen in die Schule.	Wir gehen in die Schule.
Du gehst in die Schule.	Du gehst in die Schule.
Sie gehen in die Schule.	Sie gehen in die Schule.
Ihr geht in die Schule.	Ihr geht in die Schule.
Sie gehen in die Schule.	Sie gehen in die Schule.

B. *Substitution drills*

a. Here substitution and number substitution drills have three parts: a model sentence, a cue and a response. The teacher pronounces the model sentence and has the entire class repeat it in chorus three to four times. The next item is then cued and an individual repeats the model sentence with the new item in the correct position. It is recommended that at first the teacher select individuals in the order in which they are seated to preserve the rhythm of the drill. Later the pupils are selected at random. If a pupil hesitates or makes a mistake, the teacher should immediately proceed to the next individual, repeating the same cue until the correct response is received. Then he returns to the one who missed to have that pupil repeat it correctly. It is important that a rapid pace be maintained.

b. In a number substitution drill the teacher explains that when he gives a sentence in the singular, he expects a response in the plural and vice versa. An example of both should be given and repeated by the class.

I*a*. Person-Number Substitution

Teacher	*Pupil*
Wir gehen in die Stadt.	**Wir gehen in die Stadt.**
Ich	**Ich gehe in die Stadt.**
Du	**Du gehst in die Stadt.**
Sie	**Sie gehen in die Stadt.**
Ihr	**Ihr geht in die Stadt.**
Karl und ich	**Karl und ich gehen in die Stadt.**

I*b*. Person-Number Substitution

Du gehst in die Schule.	**Du gehst in die Schule.**
Ihr	**Ihr geht in die Schule.**
Wir	**Wir gehen in die Schule.**
Ich	**Ich gehe in die Schule.**
Karl und ich	**Karl und ich gehen in die Schule.**
Wir	**Wir gehen in die Schule.**

II. Number Substitution (singular to plural and vice versa)

Wohin gehst du nach der Schule?	**Wohin geht ihr nach der Schule?**
Ich gehe nach Hause.	**Wir gehen nach Hause.**
Wir gehen heute fischen.	**Ich gehe heute fischen.**
Lernt ihr Deutsch?	**Lernst du Deutsch?**
Karl und ich besuchen Fritz.	**Ich besuche Fritz.**

C. Repetition drill (on third person singular and plural)

Er geht in die Schule. **(Wiederholen Sie!)**	**Er geht in die Schule.**
Sie gehen in die Schule.	**Sie gehen in die Schule.**
Sie geht nach Hause.	**Sie geht nach Hause.**
Sie gehen nach Hause.	**Sie gehen nach Hause.**

D. Person—number substitution (third person singular and plural)

Er besucht eine Schule.	**Er besucht eine Schule.**
Karl	**Karl besucht eine Schule.**
Sie	**Sie besucht eine Schule.**
Hilde	**Hilde besucht eine Schule.**
Fritz und Maria	**Fritz und Maria besuchen eine Schule.**
Karl und Hilde	**Karl und Hilde besuchen eine Schule.**
Sie	**Sie besuchen eine Schule.**

E. *Item substitution*

Gehst du gern fischen?	**Gehst du gern fischen?**
.... in die Stadt?	**Gehst du gern in die Stadt?**
.... in die Schule?	**Gehst du gern in die Schule?**
.... nach Hause?	**Gehst du gern nach Hause?**
.... ins Kino?	**Gehst du gern ins Kino?**

F. ***Replacement drill (substitution of different parts of the structure).*** The teacher gives the model sentence and has the pupils repeat it several times. He then cues the word to be substituted in the model sentence and has a student repeat the sentence with the new word in its correct position. This differs from the previous item substitution in that the model sentence changes different portions from line to line because the teacher cues in succession substitutions in different parts of the sentence. Only one substitution is made at a time.

This is one of the most difficult as well as most stimulating drills. It should be repeated several times at a fast tempo so that the substitutions become automatic.

Teacher	*Pupil*
Wir gehen heute nach Hause.	**Wir gehen heute nach Hause.**
Ich	**Ich gehe heute nach Hause.**
.... in die Schule.	**Ich gehe heute in die Schule.**
Karl und Fritz	**Karl und Fritz gehen heute in die Schule.**
.... fischen.	**Karl und Fritz gehen heute fischen.**
Er	**Er geht heute fischen.**
.... morgen	**Er geht morgen fischen.**
.... nach Hause.	**Er geht morgen nach Hause.**
.... kommt	**Er kommt morgen nach Hause.**
Maria und Hilde	**Maria und Hilde kommen morgen nach Hause.**
.... nach New York.	**Maria und Hilde kommen morgen nach New York.**

G. *Variation drills*

This drill begins with the repetition of the basic sentence pattern. The teacher then uses English sentences which are not only similar to it but also within the same structural frame to cue the equivalent pattern in the foreign language. (This is not a typical translation exercise.)

Teacher	*Pupil*
Ich gehe gern fischen.	**Ich gehe gern fischen.**
I like to go to school.	**Ich gehe gern in die Schule.**
I like to go shopping.	**Ich gehe gern einkaufen.**
I like to go to the movies.	**Ich gehe gern ins Kino.**
I like to go to the theater.	**Ich gehe gern ins Theater.**

Teacher	*Pupil*
Besucht ihr das Kaufhaus?	**Besucht ihr das Kaufhaus?**
Are you going to visit the city?	**Besucht ihr die Stadt?**
Are you going to visit the library?	**Besucht ihr die Bibliothek?**
Are you going to visit the museum?	**Besucht ihr das Museum?**
Are you going to visit the city hall?	**Besucht ihr das Rathaus?**
Are you going to visit the church?	**Besucht ihr die Kirche?**

H. Response drill: personalized question and answer practice. (Teacher-pupil; pupil-pupil). Where no visual aids are available for this drill, the teacher should instruct the pupil to respond to either the first choice or the second choice only, in order to prevent confusion of responses.

Was kaufen Sie, Kaffee oder Tee?	**Ich kaufe** ....
Wohin geht sie, in die Stadt oder nach Hause?	**Sie geht** ....
Was besuchen wir, eine Schule oder eine Kirche?	**Wir besuchen** ....

Replacement drills and variation drills might be added at the teacher's discretion.

As Pupils Progress. As the course advances, structures become more complex, vocabulary items more numerous and sentences longer. Toward the end of the first year of the four-year sequence and the first two years of the six-year sequence, the intensive saturation practice of all forms will be gradually replaced by intensive practice of only those forms most essential for speaking competency. The scope for structure and suggestions for choice of vocabulary of high frequency in developing audio-lingual skill are indicated in the chapter, "Introduction to the Structures."

Approach 2

This approach may be used independently or in conjunction with the other approaches, particularly Approach 1. Mastery of vocabulary and speech patterns may be built up in short conversational sequences. One structural point and a selection of vocabulary items should be the basis of the sequence. In the following illustration, the verb *nehmen* will be learned with the vocabulary of the classroom objects. The basic pattern sentence is *Ich nehme das Wörterbuch in die Hand.* The variations in the verb forms and in subjects and objects will follow a natural order in conversation. Individual teachers may use any order which suits their needs or preferences. The principle remains the same. Pupils hear the utterance, imitate it, use it and manipulate it. One gesture furnishes the nonverbal clue to the meaning. If pupils need extra explanation to clarify meaning, it should be given them. If they require prompting in answering, a stage whisper is suggested. When the teacher pronounces an utterance he wishes the pupils to master, he says it several times. Pupils repeat it several times.

1. A. Listening and imitation

Teacher: (taking the dictionary) Ich nehme das Wörterbuch in die Hand. (Class repeats four or five times.)
(He hands the dictionary to a student.)
Nehmen Sie das Wörterbuch in die Hand?
Pupil: (Ja) Ich nehme das Wörterbuch in die Hand. (Teacher takes the dictionary again.)
Teacher: Was nehme ich in die Hand?
Pupil: Sie nehmen das Wörterbuch in die Hand.
Teacher: (taking the pencil)
Ich nehme den Bleistift in die Hand. (Class repeats.)
(He hands the pencil to Fritz.)
Was Nehmen Sie in die Hand? (Class repeats.)
Fritz: Ich nehme den Bleistift in die Hand.
Teacher: Sie nehmen den Bleistift in die Hand. (Class repeats.)
(Teacher takes the pencil.)
Was nehme ich in die Hand? (Class repeats.)
Fritz: Sie nehmen den Bleistift in die Hand.

This procedure is continued with a number of new classroom objects until the patterns *Ich nehme . . . ; Sie nehmen . . . ; Was nehme ich?* and *Was nehmen Sie?* become nearly automatic.

B. Reinforcement

a. **Question and answer, pupil to pupil (chain drill)**

Students may be asked to take something, the name of which they know, off their desks. They then ask and answer questions in rotation, such as: *Was nehmen Sie in die Hand? Ich nehme das Heft in die Hand.*

b. **Directed dialog**
Teacher: Fritz, sagen Sie mir, was Sie in die Hand nehmen.
Fritz: Ich nehme das Wörterbuch in die Hand.
Teacher: Karl, fragen Sie Hilde, was sie in die Hand nimmt.
Karl: Hilde, was nimmst du in die Hand?

2. A. Listening—imitation (continued)

Teacher: Albert, nehmen Sie den Kugelschreiber in die Hand!
Entire class: Albert nimmt den Kugelschreiber in die Hand.
Teacher: Maria, nehmen Sie das Notizbuch in die Hand!
Entire class: Maria nimmt das Notizbuch in die Hand.

B. Reinforcement

a. **Question and answer**
Teacher: Was nimmt Albert in die Hand?
Student: Albert nimmt den Kugelschreiber in die Hand.
Teacher: Was nimmt Maria in die Hand?
Student: Maria nimmt das Notizbuch in die Hand.

b. **Directed dialog**
Teacher: Hilde, fragen Sie mich, was Karl in die Hand nimmt!
Hilde: Was nimmt Karl in die Hand?
Teacher: Maria, sagen Sie mir, was Fritz in die Hand nimmt!
Maria: Fritz nimmt das Buch in die Hand.

The procedure is continued with the plural forms of the verbs, using persons as subjects which are later replaced by pronouns.

After the affirmation has been mastered, the negative of the verb is drilled in juxtaposition to the affirmation. For example: "Ich nehme den Kugelschreiber; ich nehme das Buch nicht." or "Ich gehe in die Stadt; ich gehe nicht in die Schule." See transformation drill in the chapter entitled "Patterns for Drill." Checks for control of forms and vocabulary might later be made by means of substitution and transformation drills, as outlined in Approach 1.

Approach 3

The speaking skill may be developed through the use of the pattern drill in presenting and practicing points of structure and vocabulary audio-lingually, as outlined in the chapter entitled "Patterns for Drill." The foreign language content first might be drilled through patterns, then utilized in question and answer practice. A brief dialog incorporating the new knowledge might follow, as outlined in the chapter entitled "Using the Textbook in Audio-Lingual Presentation."

Approach 4

The speaking skill may be developed through using reading material. After students have read a passage or story, audio-lingual exercises utilizing the vocabulary and structure may be conducted. Questions and answers, statements, directed dialog and dialogs increase audio-lingual competency.

The use of reading material in developing the speaking skill is described in the chapter entitled "Model Lesson, Grades 10 or 11."

Pronunciation and Intonation

One of the principal objectives of foreign language study is to speak with good pronunciation and intonation. Along with intonation, other important elements include such suprasegmental features as rhythm, stress and juncture. The development of both pronunciation and intonation, therefore, is an essential part of any foreign language course. Because the basic element of speech is sound, the correct formation of sounds and sound sequences will result in better achievement in all four skills.

Both good pronunciation and intonation are dependent upon good listening habits. Since pupils can reproduce no more than they hear, the habit of purposeful listening should be developed and sustained. The acoustic images perceived in hearing are basic to those formed in pronouncing.

As previously stated, at the beginning of the German course, either in grade 7 or in grade 9, pupils listen attentively and reproduce sounds and sound sequences exactly. During this prereading phase, wherever the need for drill or correction arises, the procedures outlined below are applicable.

Transition to the Written Word. Procedures for the introduction of reading after the prereading phase are outlined on page 82. After pupils are able to "read" the identical patterns they have learned audio-lingually, the association of the individual sounds with their graphic symbols may begin. Thus, to learn the letter "a" represents a certain vowel sound, the words (chosen from a dialog) might be *ach, habe, andere, Gabe, Ball, Bart.*

Instruction and Drill on Individual Sounds. When the class is to practice individual sounds, the class first repeats an entire utterance after the teacher. The teacher then selects an individual word from the utterance as the point of departure for drill. If this word is too long, it may be broken up into syllables which are practiced from the end in order to preserve its intonation. After the drill, however, the word should be replaced immediately in context and the entire utterance repeated by the teacher and the class.

The individual sounds to be emphasized are those which present difficulties or which differ most obviously from the sounds of English. The extent and nature of the drill or explanation will depend upon the alertness and receptivity of pupils to the formation of new sounds. Where pupils reproduce sounds correctly and consistently, little or no drill may be needed.

It is recommended that the major features of the sound system (including vowels and consonants) be pointed out and associated with their written forms as they are met, after they have first been heard and spoken. Other familiar words containing a similar sound may be used for drill. These words should not present additional problems in pronunciation, however.

The best results are obtained through practice reinforced by understanding. In drilling or explaining individual sounds, therefore, teachers may give simple, nontechnical descriptions of sound formation. The necessary comparisons and contrasts with English sounds may be made where necessary, sufficient to clarify the formation of special sounds.

In projecting individual sounds, care must be exercised not to exaggerate the sound to the point of distorting it.

In the early stages of language-learning, the focus should be on pronunciation and intonation rather than on the study of structure.

Anticipating and Correcting Errors. It is important to anticipate difficulties with words whose peculiarities may cause mispronunciations, (examples: *Kirche, Kirsche, Staat, Stadt)* before these errors are made, and to correct errors in pronunciation as they occur. Once formed, habits of faulty pronunciation are difficult to remove.

In correcting errors, it is unwise to interrupt a pupil's utterance to correct an individual word. The correction should be made after the pupil has finished what he has intended to say.

Efficiency in correcting errors may be increased by training pupils to repeat the entire utterance in which the teacher has just corrected a word or phrase.

Teachers should maintain a high standard for pupils by requiring correct pronunciation at all times.

Glottal Stop. The glottal stop, which is the distinctive feature of German speech, should be learned through functional use from the very beginning.

Coverage. It is important that complete coverage of the principal points of the sound system of the language be experienced. It is suggested that words containing new sounds or sound sequences be incorporated into language content gradually and progressively until all sounds have been met and practiced.

Intonation patterns should be learned on the secondary level primarily through functional use. The general overall rule of rise at the end of phrases and of rise and fast fall at the end of sentences is a sufficient requirement for theory. Pupils should be given experiences, however, both in hearing and speaking, of many examples of different intonations, such as those used in expressions of amazement, surprise, doubt, curiosity, pity, fear and joy. Teachers might point out the different intonation patterns of the language as pupils hear and repeat them.

Pronunciation Practice Continued. Pronunciation practice should continue even after reading has become predominant in the course. In this phase, drill on individual words or sounds may take place where needed; drill on the pronunciation and intonation of whole phrases assumes a more important role. A systematic review of the basic elements of the sound system as applied to new words and phrases might take the form of a brief daily drill or exposition on one or more important sounds (examples: the sound *ü* long, as in Füsse, fühlen, Hüte, grüssen, für; or the spelling of diphthongs, such as the sound of *ei* in *bei, ein, Kaiser, Maier, Mayer, Bayern* or the sound of *eu* in *Deutsch, Leute, heute, Häute, Häuser, Säure).*

Contrastive sounds in series provide good practice in sharpening pronunciation (example, *Ofen — offen, Höhle — Hölle, Kissen — küssen, Biene — Bühne, Tier — Tür*). This review might take only a minute or two of class time and will help the pupils to sharpen their perception of German phonemes, or distinctive speech features. Words recently used in class should provide the point of departure. Words whose meanings are known should be used in the drills as far as possible so that the acoustic images of hearing and the kinesthetic images of speaking may fuse with meaning for better results in language learnings.

Devices. The development of good pronunciation may be aided by the use of a number of techniques or devices. The language laboratory is particularly effective in developing good pronunciation. Special material designed for pronunciation practice or material designed for mastery in any one of the four skills might be placed on tape with appropriate pauses for pupils to repeat and record their imitation of the correct model. Replaying their tapes and comparing their pronunciation with that of the model sharpens audio acuity and offers the opportunity of self-correction. (See also the chapter entitled "Language Laboratories.")

Other activities which assist the development of good pronunciation are reciting memorized passages of prose and poetry; singing songs; reading aloud individually or in chorus; acting out short plays, dialogs or conversational sequences; or recording passages on the tape recorder to be played back to the class. In preparing for these activities, teachers may capitalize on the important element of motivation which inspires pupils to listen attentively and practice conscientiously preparatory to performing in class.

Listening, with or without visual texts, to passages recorded by native speakers is an excellent device for developing good pronunciation and intonation. This activity sharpens audio acuity still further and provides an additional model for imitation.

Audio-Lingual Experiences

Types of Experience

Audio-Lingual Experiences. Audio-lingual experiences of many kinds have long been part of the foreign language course. These include:

- **Brief conversations**
- **Asking and answering questions on reading material**
- **Oral reading and choral reading**
- **Reciting poetry and prose passages**
- **Making oral reports in the foreign language**
- **Listening to tape recordings**
- **Singing songs**

The objective of giving pupils sufficient practice in speaking to enable them to make direct contact with the foreign people within the context of certain experiences adds a new dimension to foreign language study. To this end, topics for these audio-lingual experiences are suggested in this chapter.

Aural Experiences. It is recommended that pupils be given aural experiences on all topics chosen for development. The topics might take the form of reading selections, conversations or dialogs read by the teacher or heard via tape or disc. It is suggested that, wherever possible, the content be recorded by native speakers speaking at normal speed. The understanding of material thus presented on a subject within the pupils' language experiences should be developed from the beginning of the course.

The passages might be heard several times, either consecutively or interspersed with other types of exercise utilizing the foreign language content.

Pupils' aural comprehension might be checked in oral or written form. Written exercises on passages aurally experienced might include the following:

- **Questions on the passage might be asked, and answers written in the foreign language.**
- **Multiple choice questions might be asked, in which the choices are presented either orally or visually (see the chapters entitled "Evaluation" and "Writing").**
- **Pupils might be asked to write a restatement of the passage in their own words, or in another person or tense.**
- **The passage might serve as a basis for directed composition in written form.**
- **The passage may be written as a dictation exercise.**
- **A summary of the passage may be written in the foreign language or in English.**

Aural Experiences Orally Practiced and Checked. The topics selected might be heard by pupils as described above and reinforced by pupils' oral responses. The following technique is recommended for intensive practice in listening:

Step 1. Passages of appropriate length are first heard in their entirety via teacher, tape or disc.

Step 2. The passage is then repeated with appropriate pauses after phrases or breath groups in which pupils repeat the phrases heard.

Step 3. The passage might be heard a third time without pauses. Comprehension might be checked audio-lingually in several ways:

- **Questions may be asked requiring oral answers in complete sentences.**
- **Multiple choice questions are given orally by the teacher. The selected answer is given orally by pupils.**
- **A summary of the passage is given orally.**
- **A restatement of the passage is made orally in the pupil's own words or in a different person or tense.**

The Topics in Conversational Experience. The topics suggested for the various levels of language learning are intended to serve as indications of the type of experience or as a guide or framework within which language experiences may be selected to develop audio-lingual skill, particularly conversational skill. The topics should in no way restrict or determine the scope of courses in individual schools. Variations needed for correlation with text materials or special interests may be practical.

Any one of the topics may be used either as a single unit for a center of interest on only one level of learning, or from level to level, each time in greater detail or involving more mature concepts and more complex expression. The order in which the topics have been suggested corresponds, in a general way, to the levels of linguistic development in which it is believed that pupils might best handle the material. Each "Section" represents a stage in the natural order of growth in general experience, and is correlated with its corresponding stage of language learning.

The topics suggest situations in which talk or conversation may be developed to give pupils a "vicarious experience" with the foreign tongue within the level of their abilities, and thereby prepare them for direct personal contact with the foreign people. In selecting and developing topics, teachers should capitalize on the interests and experiences of pupils. Wherever possible, topics should be correlated with pupils' genuine life experiences so that the dialog or conversation becomes a form of self-expression.

Dialogs. The term "dialog" in this chapter will refer to a previously prepared sequence of meaningful utterances involving two (or several) roles in a definite situational context and in a predetermined order.* Like a play in microcosm, it should have a definite time, place and situation in which people say something of mutual interest.

In the first level of learning, the dialog might be prepared by the teacher, developed by teacher and class, or taken from the text. The dialog should involve two roles and not more than six or eight utterances. It should contain elements of the basic vocabulary and structures appropriate to the grade.

As pupils progress through the second and third levels they might participate in the composition of the dialogs. Individual pupils or committees, using text or reference materials, might prepare the dialogs under the teacher's direction. Dialogs must be edited and approved by the teacher before they are presented to the class. Appropriate dialogs may, of course, be taken from the text at any level.

Learning the Dialogs. At any level, dialogs may be evolved and practiced by any of the approaches or combinations of approaches described in the chapter entitled "Speaking."

On the first level, especially in the early stages, it is suggested that the dialogs be drilled and memorized by the class according to the procedures outlined in Approach 1, on page 26. At all levels the learning of the dialog should be integrated with practice by means of pattern drills, so that the variations of the major structures contained in the sentences may be mastered. The dialog need not be completely memorized all at once, but might be interspersed with the pattern drills. Through the variations learned in the drills, pupils may obtain the power to manipulate additional structures and vocabulary for use in the same or other situational contexts, as in conversational sequences or in connection with textbook materials.

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* See "Approach 1," page 26 in the chapter, "Speaking."

As pupils advance from the first level through the second and third levels of learning, the dialogs become longer but memorization practice takes less and less class time. Increasing responsibility should be placed upon pupils for control over the variations learned through pattern practice. This control will lead to their ability to use the patterns in conversational sequences and eventually in "conversation." (For use of the language laboratory in dialog and pattern practice, see "The Material on the Tapes" in the chapter on language laboratories.)

Conversational Sequences. Conversational sequences differ from dialogs in that they involve some choice on the part of the participants. The degree of choice determines whether a conversation is "controlled" or "free."

On the first level, all conversation is strictly controlled. It may be initiated by the teacher, sentence by sentence, or directed by the teacher through pupils (directed dialog) on a topic involving structures and vocabulary which pupils have learned through pattern practice. When these questions, answers and statements are in a series, they constitute conversational sequences. The number of utterances and the order in which they are used are not restricted or "frozen" as in the memorized dialogs. Conversational sequences may involve a choice of review vocabulary or of different forms of the verbs in person, number or tense.

It is imperative to remember that language can be learned only in meaningful patterns of speech. In order to develop conversational sequences, therefore, pattern drills involving the variations of different structural forms and vocabulary must result in a certain degree of mastery. The practice of pattern drills is followed by isolating single patterns from the drills and combining them with other vocabulary. For example, if a pattern drill has just been completed on the verb *haben*, using objects of the verb such as *eine Zeitung, ein Heft*, but pupils have previously studied *einen Hund, eine Armbanduhr, eine Kamera*, a "conversational sequence" might include, *"Helmut, haben Sie einen Hund?"* or *"Hat Else eine Kamera?"* In other words, conversational sequences include forms pupils have mastered in as many combinations as possible, perhaps out of the context of the original dialog, but within a situational context of some kind.

"Controlled" Conversation. Conversational sequences, therefore, are "controlled" conversation, as the choice on the part of the participants is limited by the vocabulary and structure at his command. Almost all conversation on the secondary level will, therefore, be controlled. The amount of control will vary with the amount of vocabulary and structure the pupil has mastered and with his ability to manipulate their variations in different contexts.

Steps to Free Dialog or Conversation. Free dialog, or true conversation, involves a complete choice of expression on the part of participants. Genuinely free conversation is rarely attainable on the secondary level without concomitant foreign travel, because the growth in total experience continues to out-distance the growth in linguistic expression in the foreign tongue. Relatively free conversation, however, is attainable within the context of certain experiences. While conversation or dialog on topics will continue to be controlled, the controls will diminish gradually as pupils' acquisition of linguistic content is expanded. The more linguistically talented pupils are, the greater will be their store of vocabulary, structure and idiom and the greater will be their ability to choose and manipulate combinations and variations.

The steps for reaching relatively free dialog within a specific area of experience would be (1) prepared dialog, (2) pattern practice, (3) controlled dialog, (4) additional vocabulary and pattern drill and (5) "free" dialog.

Encouraging Free Conversation. Free conversation throughout the course may be encouraged by the use of various devices. One such device is to permit pupils to make a statement relative to their personal experience on any topic, such as their school life, home life, hobbies, friends, family, the books they have read, activities they have engaged in and purchases they have made. Their classmates might then ask them questions on the subject. For example, a pupil states, *"Ich habe einen guten Hund."* Classmates, in turn, ask:

Wie heisst er?
Wie alt ist er?
Was frisst er?
Ist er ein Pudel oder ein Dachshund?

Another pupil may state: *"Gestern war ich im Kino."* Classmates might ask:

Welchen Film hast du gesehen?
Wer war der Hauptdarsteller?
Worüber handelte der Film?
Hat dir der Film gefallen?

The subjects of this type of conversational experience might be effectively correlated with the topics for audio-lingual experiences outlined on the pages which follow. After the dialogs have been mastered, the subject might be personalized in the manner just described. Such a procedure would be soundly developmental and would lead to a degree of genuine conversational ability.

A device to encourage free conversation in the early years is the use of a word game involving classified vocabulary, such as a variation of the game "Twenty Questions." If the context of the vocabulary is animals, professions, ages or sports, "Twenty Questions" might be played in the following manner:

Möchtest du Arzt werden?	**Nein**
Maler . . . ?	**Nein**
Schaffner . . . ?	**Nein**
Filmschauspieler . . . ?	**Nein**
Rechtsanwalt . . . ?	**Nein**
Lehrer . . . ?	**Ja**

In the early years, pupils enjoy using their imagination by associating their own qualities, metaphorically, with those of animals in a "Twenty Questions" game. A pupil decides in his own mind with which animal he might be compared. His classmates ask him questions which he answers with *yes* or *no.*

Bist du eine Schlange?	**Nein**
eine Katze?	**Nein**
ein Adler?	**Nein**
eine Ratte?	**Nein**
ein Hund?	**Nein**
eine Laus?	**Ja**

The "Twenty Questions" game might be used to develop an ability to describe people or things. One pupil has in mind an object or person in the room. His classmates ask him questions containing a brief description of one of the aspects of the person or object, to which he answers *"yes"* or *"no."* When a sufficient number of questions has been answered in the affirmative, the person or object may be guessed. (Suggestions for other word games may be found in the *Modern Language Handbook.*)

Free conversation may also be encouraged and developed through activities of a cultural nature. A German dinner acted out with menus is an example of such an activity. (See "Suggestions for Cultural Activities and Experiences," page 116.) Throughout the course teachers should encourage free conversation through reading materials. (See "Model Lesson, Grade 10 or 11," page 153.) After the material has been mastered, a free question and answer period might follow.

Identification with the Foreign Culture. On the first level, it is suggested that the context of the beginning situations be the American scene so that pupils might identify themselves with the experiences. Following upon the initial situations, the foreign cultural patterns, other than the picturesque, may be included. If textbooks emphasize the foreign scene both the native and foreign applications might be made with the foreign language content. The foreign cultural patterns in terms of vocabulary and expressions are introduced gradually at first, but soon overtake and replace those of the domestic scene.

As pupils progress in the course, identification with the foreign scene should be progressively emphasized. Where the situation is still in the American scene, utterances such as polite expressions, expressions denoting interpersonal relations and leave-taking, should be in the manner of the foreign people. On Level III, it is suggested that the foreign scene be the locale for all conversational topics unless the subject is related to a definite experience in the life of the pupil.

The Use of the Language Laboratory. It may not be practical for all pupils to have individual experience acting out all the dialogs or reporting on many subjects, nor for the teacher to drill classes exhaustively in the dialog and pattern drills. The language laboratory may be used to advantage in providing audio-lingual experiences. The original dialog might be recorded on tape by the teacher in two ways — one with pauses for repetition by pupils, and the other with pauses for pupils to fill in the next utterance of the dialog. The listening and repeating via tape by an entire class will be less time-consuming and will give pupils some of the individual experience they require. The pattern drills might also be practiced in the laboratory after pupils have become accustomed to using the drills in class.

For the oral reports, the language laboratory might serve as a library where pupils may find examples of oral reports made on different subjects. Providing pupils with a model of a report facilitates his preparation and, by analogy, insures better language-learning.

In cases where the experiences of speaking cannot be provided for all pupils because of time limitations, the experience of hearing and understanding should be given pupils on as many of the topics as possible.

The Levels. The topics for audio-lingual experiences are arranged according to levels of language learning rather than according to specific grades for two reasons: to provide for pupils who start their study of German at different points in their school career, and to allow for continuous progress of pupils according to ability.

Although Level I is equated in a general way with the 9th grade which meets five times a week, it is also equated approximately with grades 7 and 8 where the German classes meet a minimum of three times a week for 40 minutes each period. Pupils who enter grade 7 after a full program of German in the elementary school (starting with grade 3 or 4) might progress rapidly through Level I and reach the experiences outlined for Level II even before grades 7 and 8 have been completed.

Levels II, III and IV are equated approximately with the second, third and fourth years of the four-year sequence (grades 10, 11 and 12) and with the third, fourth and fifth years of the six-year sequence (grades 9, 10 and 11). It is expected that the topics for these grades will include the vocabulary and structures studied during these years.

The topics grouped under Levels V and VI might be undertaken in the fifth or sixth year of the six-year sequence. The amount of time allotted to pupils' courses of study and their progress in the foreign language will ultimately determine the year for which the topics listed, or similar topics, might be selected by the teacher.

Pupils of ability, especially when they are grouped homogeneously, may progress audio-lingually from one level to another before the year is completed, just as they may progress more rapidly in other areas of language study.

Suggested Content and Topics for Audio-Lingual Experiences

Level I

On the first level, pupils concentrate on concrete situations in their immediate environment or on their age level set in the foreign country. It is suggested that, wherever possible, the use of the vocabulary and structures of the basic text be employed with the tenses as suggested for the 4- and 6-year sequences. (See suggestions, pages 63 to 73.) Dialogs or questions as well as answers and statements incorporated into brief conversational sequences might include a selection of expressions relative to:

Polite expressions, greetings, introductions, classroom routines
Identification of objects and persons
Placement of objects and persons
Description of objects, place and persons within the level of learning
Activities and actions within the context of the topic
Time of the occurrence in terms of:

1. **Hours of the day, parts of the day, days of the week, months of the year, seasons, weather**
2. **Past time, present time**

Comparisons of persons, things, places
General health
Feelings within the context of the topic (Examples: *Schmerzen haben, eine Erkältung haben*)
Intentions (*können, müssen, wollen* and others)
Procuring goods and services within the limits of the topic

The Topics

I. DAS SCHULLEBEN IN DEN DEUTSCHSPRECHENDEN LÄNDERN

1. Die Klasse 2. Die Schüler (-innen) 3. Vorstellungen 4. Der Lehrer (Studienrat) 5. Die Schule 6. Mein Schulkamerad 7. Die Schulfächer 8. Der Schulhof 9. Das typische Schuljahr

II. UNSERE FAMILIE

1. Die Familienmitglieder 2. Unser Haus 3. Mein Zimmer 4. Möbel 5. Ein Tag zu Hause 6. Kleider 7. Die Mahlzeiten 8. Ein Wochenende mit meiner Familie

III. UNSERE STADT (DORF)

1. Meine Strasse 2. Die Lebensmittelversorger (Beim Bäcker, Fleischer oder Metzger, Gemüsehändler, im Feinkostladen, im Konsum oder Lebensmittelgeschäft) 3. Ich kaufe einen Anzug (ein Kleid) 4. Beim Arzt 5. Beim Zahnarzt 6. Auf der Post 7. Im Bahnhof 8. Unser Nachbar

Level II

The topics in the second level broaden the base of experience to include social activities and demand a higher level of linguistic competency. Structures and vocabulary should incorporate text materials wherever possible. If texts do not contain appropriate dialogs, they should be composed by the teacher.

Audio-lingual experience by means of the dialogs or conversational sequences should be emphasized at the beginning of Level II as extensions from Level I. Toward the last part of the year, audio-lingual experiences arising from reading materials may be provided pupils. (See "Model Lesson.") Wherever possible during the reading questions of a personal nature, related to the subject of the reading, might be incorporated into the lesson. For example, if the reading is on cycling, questions such as *Haben Sie ein Fahrrad? Machen Sie öfters eine Spazierfahrt? Mit wem? Wohin fahren Sie?* may provide audio-lingual practice and continue to lay the foundation for free dialog.

On Level II, some of the dialogs or conversational sequences may be on the topics of Level I, but developed on a higher linguistic plane, as indicated by the expressions to be included. Suggestions for topics especially suited for Level II are listed below for the teacher's guidance and convenience. Similar ones, however, may be substituted because of their interest to pupils or their relevance to text materials. The dialogs are to be practiced in the present perfect and future tenses wherever possible.

In addition to the expressions used in Level I, relative to the identification and placement of objects, their descriptions and the time of occurrence, the experiences of Level II include a selection of expressions which:

- **Invite or request people to participate in activities. (Example: *Möchten Sie einen Spaziergang mit mir machen*?)**
- **Inquire about means of transportation necessary to reach a place. (Example: *Muss man mit der Strassenbahn fahren*?)**

- **Describe the actions of individuals as they participate in the activity. (Examples: *Er tanzt sehr gut. Sie hat viel Tennis gespielt.*)**
- **Discover the abilities or preferences of companions. (Examples: *Ziehen Sie die Suppe oder eine Vorspeise vor? Können Sie Karten spielen?*)**
- **Introduce people to each other**
- **Inquire about the location of places in terms of street addresses, or the placement of buildings in relation to other buildings or streets.**
- **Express the interpersonal relationships of the speakers by means of locutions and rejoinders. (Examples: *Mein Lieber; unmöglich; prima; selbstverständlich; Menschenskind)***

The Topics

IV. UNTERHALTUNGSMÖGLICHKEITEN

1. Ein Spaziergang (nach der Schule, an einem Feiertag) 2. Ausflug mit Freunden (im Sommer, im Winter) 3. Auf dem Land 4. Im Tiergarten (Zoo) 5. Am Strand 6. Im Park (In der Anlage) 7. In der Stadt 8. Eine Reise (Ferienreise) 9. Auf dem Zeltplatz 10. Auf dem Sportplatz

V. GESELLSCHAFTSLEBEN

1. Eine Telefonverabredung 2. Ein geselliger Abend unter Freunden 3. Auf einem Ball 4. Ein Fussballspiel (Tennis etc.) 5. Eine Mahlzeit im Restaurant (in der Gaststätte) 6. Meine Geburtstagsfeier 7. Ich lerne einen interessanten Menschen kennen 8. Im Kino oder im Theater

Level III

On Level III, the focus on reading is appreciably increased. For this reason, topics correlated with the reading may be included in this phase of learning. It is recommended, however, that the suggested division of time for Level III is not to be construed to mean the division of a class period. From time to time the teacher may, and should, devote one or two weeks exclusively to reading. In his preparation of reading materials he should devise a series of questions to elicit answers, based on the daily reading assignment of his pupils. Thus, the conversational practice of Levels I and II is continued during this increased reading stage of Level III, and the pupils develop proficiency in conversation besides their other skills.

Topics for Conversation. The topics in Level III broaden the base of experience to include the realm of ideas as well as concrete situations in which identification, action and interaction are expressed. In order to develop an ability to exchange ideas, however simple, as well as to procure goods and services, the areas of experience below are suggested. The dialogs or conversations developed are those of Level II in greater depth, and are practiced in the past tense and the conditional I tense. Props might be utilized. A selection of expressions might be included as in the following topics and situations. The examples given in parentheses indicate the type of material that might be included.

- **Relate persons to each other for the purpose of engaging in the activity (making the appointment, meeting, going somewhere together)**

- **Ask directions for reaching a place**
- **Describe the actions needed for using means of transportation**
- **Name and describe the essential elements of each activity (in the theater: the usher, the program, the seats; at the library: the type of book, librarian, borrowing)**
- **Exchange opinions on various phases of an activity *(Das war wirklich reizend. Unvorstellbar! Das ist einfach nicht zu glauben.)***
- **Procure goods and services**
- **Express regret, sympathy, appreciation, horror, enjoyment, agreement, disagreement, surprise *(Das ist sehr nett von Ihnen. Es tut mir leid. Entschuldigen Sie, bitte! Ich kann nicht mit Ihnen übereinstimmen. Unmöglich!)***
- **Express social amenities *(Bitte, setzen Sie sich! Bitte, tun Sie mir den Gefallen!)***
- **Express interpersonal relationships (Use of *Fräulein, Frau, Herr (Herr Professor); Spitznamen, Vornamen,* others)**
- **Express leave-taking at the end of the activity *(Auf (baldiges) Wiedersehen; Bis morgen; Meine Empfehlung an Ihre Frau Mutter; Empfehlen Sie mich, bitte, Ihrer werten Frau Gemahlin)***

The Topics

VI. DAS ALLTAGSLEBEN

1. An der Tankstelle 2. Beim Friseur (Im Damensalon) 3. Beim Herrenschneider (Damenschneider) 4. Auf dem Bahnhof 5. Auf dem Flugplatz (Im Flughafen) 6. Im Autobus (Omnibus) 7. In der Strassenbahn 8. Eine Prüfung 9. Ein Treffen im Café 10. Ein beliebter Sport

VII. DAS KULTURLEBEN

1. In der Bibliothek 2. Im Buchladen 3. Ein Besuch im Museum 4. Im Kino 5. Im Konzert oder in der Oper 6. Ein Fernsehprogramm 7. Der Nachrichtendienst des staatlichen Rundfunks 8. Ein Ort von historischer Bedeutung 9. Eine (illustrierte) Zeitung oder Zeitschrift 10. Ein Artikel aus einer (illustrierten) Zeitung oder Zeitschrift

Topics for Oral Reports. Since a fusion of skills is desirable at this stage, brief oral reports by individual students on topics arising from or inspired by their reading might also be made. Reports on subjects required by individual schools might be substituted for or added to those below.

The topics listed are intended to suggest areas which might give pupils practice in sustained speaking on a subject in which expressions of high frequency might be utilized. The topics might be selected by individual pupils. To obviate errors in reporting, the teacher might provide some leading questions suggesting constructions which might be employed in the sentences of the report, as has been customarily done for written composition. A question and answer period, however brief, might follow the reporting. Pupils might prepare simple questions to be asked of the student reporting, such as: *Wo ist (wurde) er geboren? In welchem Jahr? Warum ist er berühmt (Wodurch wurde er berühmt)? Ist er wichtig? (Ist er* *bedeutend?)* To give pupils repetitive practice in questioning, four topics on biography and three on story narration are suggested.

VIII. SUGGESTED TOPICS FOR ORAL REPORTS

1. Ein berühmter Mann aus der Geschichte Deutschlands (Österreichs, der Schweiz) 2. Ein berühmter oder bekannter Wissenschaftler (Künstler) 3. Mein Held 4. Ein interessanter Mensch 5. Ein Buch, das ich gelesen habe 6. Ein guter Film, den ich gesehen habe 7. Ein interessantes Ereignis (Erlebnis) 8. Mein zukünftiger Beruf

Level IV

In Level IV, much of the audio-lingual experience of pupils will arise from the discussion of reading material and from their individual interests. Questions, answers and oral reports on the reading, the presentation of plays, the recitation of carefully prepared selections of prose and poetry of literary merit and the preparation and production of assembly programs — long excellent and valid experiences at this stage of learning — are continued.

The reading of a newspaper or magazine article should be followed by a brief question period in which the teacher questions pupils on the important features of the article. Pupils should be able to comment on the article read.

An extension of audio-lingual experience into topics on civilization is recommended. The topics in Level IV are intended to suggest to teachers areas of civilization on which oral reports might be made by individual students. These reports will be correlated with their reading of civilization materials. The overview of topics is suggested to familiarize pupils with the salient features of the civilization in all its major aspects so that pupils may terminate their course with a balanced understanding of the foreign people and their culture. It is recommended that these topics be treated in the foreign language by pupils so that pupils will become familiar with the words and expressions most important to each aspect and use these words audio-lingually.

The aim at this level of learning is to prepare pupils to speak to a native on several topics in terms of German cultural patterns. Many expressions referring to aspects of contemporary civilization are not found either in classical or contemporary literature. The reports should be brief and in simple language, but they should crystallize and consolidate important facts and the words or expressions used to convey them.

The reports should emphasize those features important to the contemporary scene, either in fact or in effect.

The oral reports might be followed by a brief question and answer period on the salient features of the cultural or social institutions. Pupils might be supplied with questions in written form, or they might supply their own questions. On the topic "Education," for example, pupils might prepare to ask such questions as:

> **Wie heisst die höhere Schule in Deutschland?**
> **In welchem Alter treten die Kinder in den Kindergarten ein?**
> **Wie lange müssen sie in der Schule bleiben?**

Questions which cannot be answered by pupil reporters might be made the object of special study or their answers might be supplied by the teacher. Pupils might take notes in German and be responsible for the answers they receive.

One of the objectives of foreign language study is to develop an understanding of the basic beliefs and values of the foreign people as manifested in their interpersonal relations, their individual pursuits and their social institutions. These beliefs and values, already pointed out during the entire course, might be emphasized and consolidated by the teacher at this point. It is not expected that students will discuss these beliefs and values in the foreign language. It is important, however, that the teacher clarify as far as possible the psychological wellsprings from which interpersonal relationships, pursuits and institutions arise: the basic convictions held by members of the society as a whole, as manifested in their way of life. (See also the section entitled "Basic Values and Characteristics of the German People.")

The Topics

IX. WIE MAN IN DEN DEUTSCHEN LANDEN LEBT

1. Das Familienleben 2. Das Schul — und Erziehungswesen 3. Freizeitgestaltung 4. Bekannte Feiertage 5. Spezialitäten aus der deutschen, österreichischen und schweizerischen Küche

X. GESCHICHTE UND REGIERUNGSWESEN IN DEUTSCHLAND, ÖSTERREICH UND DER SCHWEIZ

1. Grosse Epochen in der Geschichte der drei Länder 2. Berühmte Persönlichkeiten in der Geschichte der drei Länder 3. Die Bundesregierungen in Deutschland, Österreich und der Schweiz

XI. DIE GEOGRAPHIE UND DAS WIRTSCHAFTSLEBEN

1. Die Geographie Deutschlands 2. Die Geographie Österreichs 3. Die Geographie der Schweiz 4. Industrie und Landwirtschaft in den drei Ländern 5. Die Hauptprodukte der drei Länder 6. Die staatlichen Nachrichtendienste (Fernsprecher, Fernschreiber, Rundfunk, Fernsehfunk) 7. Das Verkehrswesen 8. Das Arbeitertum und die Arbeiter (Handwerker, Berufe, Gewerkschaften, Sozialversicherunger) 9. Zeitungen und Zeitschriften

XII. GROSSE ÜBERLIEFERUNGEN DES DEUTSCHTUMS

1. Historische Denkmäler 2. Berühmte Erfinder und Wissenschaftler 3. Maler, Architekte und Bildhauer 4. Die grossen Dichter und Komponisten 5. Die deutsche Sprache

Levels V and VI

The topics in Levels V and VI should be correlated closely with the reading material. The lives of authors, the content of literary masterpieces, the motives and actions of literary characters, the themes of reading selections and the significance of literature in deepening appreciations and clarifying the universality of experience should be the prime focuses of the audio-lingual as well as the reading experiences.

At this level, conversation should be reviewed and expanded; esthetic and intellectual experiences should be included. The latter may take the form of the recitation of fine pieces of prose and poetry, the production of plays or dramatic sequences, the composition of original dramatizations of prose pieces or poems to be followed by their presentation in class or to the school, the discussion of important points of literature, the reporting on biographies of authors, the summarizing of stories, or the oral composition of themes relating to the reading. These should comprise most of the audio-lingual experiences.

Some suggestions for audio-lingual experiences in literature are given below. These may be replaced by or added to topics selected by the teacher. Pupils should be required to make a report on at least three of these topics, or on similar ones selected by the teacher.

An extension into the realm of music and art may help enlarge the esthetic experiences of these pupils. To this end, some topics in these areas are suggested. The vocabulary for these reports might be obtained from the reading of some of the fine material on art and music produced in German-speaking countries in the form of books and magazines. This vocabulary should not be technical, but should include some of the better known German terms which are already familiar to the American reader such as: *Sprachgefühl, Weltgeist, Weltschmerz, Weltanschauung, Leitmotiv, Wanderlust, Blitzkrieg, Kindergarten.*

Reports on science by interested and qualified students might follow the same general plan as those for art, music and literature.

The Topics

XIII. DIE LITERATUR DEUTSCHLANDS, ÖSTERREICHS UND DER SCHWEIZ:
  (1) ***Der Vortrag***
  (2) ***Die Zusammenfassung***
  (3) ***Die Kritik***

1. Ein beliebtes Gedicht 2. Ein klassischer oder moderner Roman 3. Ein bedeutendes Schauspiel 4. Das Leben und die Weltanschauung eines Schriftstellers

XIV. DIE KUNST IN DEUTSCHLAND, ÖSTERREICH UND DER SCHWEIZ:
  (1) ***Eine (kritische) Beschreibung***
  (2) ***Die künstlerischen Merkmale (Qualitäten)***

1. Ein Bild, das ich bewundere (klassisch oder modern) 2. Ein Beispiel der

Architektur oder Baukunst 3. Eine bekannte Skulptur 4. Eine Kunstakademie

XV. DIE MUSIK IN DEUTSCHLAND, ÖSTERREICH UND DER SCHWEIZ:
(1) ***Das Leben eines Komponisten***
(2) ***Seine Werke***
(3) ***Seine Bedeutung***

1. Ein klassischer Komponist (Kammermusik oder Symphonie) 2. Ein moderner Komponist (Symphonie) 3. Ein Opernkomponist (klassisch oder modern)

XVI. DIE WISSENSCHAFT IN DEUTSCHLAND, ÖSTERREICH UND DER SCHWEIZ

1. Eine Entdeckung (eine Erfindung) 2. Ein Versuch (in einem Spezialgebiet) 3. Das metrische System 4. Einige bedeutende Wissenschaftler (Forscher, Erfinder, Entdecker) 5. Ein Beispiel des wissenschaftlichen Fortschrittes der Gegenwart

Conversational Experiences. A continuation and expansion of the topics of Level III sufficient for travel experience is recommended.

Patterns for Drill

Purposes and Types of Pattern Drills

The use of the pattern drill is recommended to prepare pupils to speak and understand the foreign language without recourse to grammatical dissection and translation. The pattern drill, when properly constructed, facilitates the assimilation of structural points through use and provides a context for the practice of vocabulary. Automatic responses are developed through using the drills with varied vocabulary and manipulating the variations of structural items.

Some of the patterns and their use in group memorization and practice are found in the chapter entitled "Speaking." Additional patterns and an elaboration of those already outlined will be supplied in this chapter. Teachers may compose their own pattern drills to suit their purposes and needs.

Audio-Lingual Presentation and Practice. Patterns for drill, some of which have customarily been presented in written form, should be used audio-lingually throughout the course wherever possible. New structural points and vocabulary should be presented and learned through patterns audio-lingually as far as practicable. Structures and vocabulary which are already familiar should be practiced through pattern drills in reinforcement exercises.

Structure through Use. Structure can be taught and practiced audio-lingually through pattern drills instead of through analysis, description, dissection or translation. In this way pupils learn the *language itself* and not merely *about* the language. The pattern drills provide for (1) the audio-lingual learning of new forms on the patterns of the old or familiar forms and (2) the audio-lingual practice of familiar forms in different combinations. In this way, language is learned by use, similarities are stressed through repetitive practice, new forms are learned through analogy with familiar forms, and grammatical explanation and analysis are minimized.

What Is a Pattern Drill? A pattern drill is a drill in which the pattern given pupils audio-lingually is repeated audio-lingually or is changed audio-lingually into a variation of the pattern by the pupils themselves. The form given pupils is a meaningful pattern of speech; if it is changed, the form to which it is changed should be a meaningful pattern of speech. The pattern drills may be written for pattern practice after they have been audio-lingually mastered. The changes follow a logical sequence resulting in the control of structure or vocabulary through use.

Pattern drills to present new material or to practice familiar material should be constructed with the following principles in mind:

- **The drill should include as much of the text material as possible (vocabulary, model sentences, cultural content, situational context).**
- **The drill should be contextually oriented.**
- **The drill should be structurally oriented: (*a*) it should concentrate on one structure, or (*b*) where several structures are involved, there should be a consistent pattern of change (as in the "series" or "progressive" drills).**
- **The drill should provide for sufficient practice to result in a grasp of the salient points of vocabulary and structure drilled.**

Pattern Drills for Practice or Presentation.* A distinction must be made between pattern drills for practice and pattern drills for presentation. In patterns for practice, pupils drill already-known forms or vocabulary in different combinations. In patterns for presentation, pupils learn new structural forms or vocabulary. Various types of pattern drills may be used for practice or for presentation, depending on the type of drill chosen and on the previous knowledge of pupils.

Pattern drills for presenting new structural points may include:

- **Repetition drills (which may also be used to present vocabulary)**
- **Restatement or relay drills (directed dialog)**
- **Transformation drills**
- **Replacement or substitution drills**
- **Integration drills**
- **Expansion drills**
- **Contraction drills**

Pattern drills for practice may include all the above, plus:

- **Patterned response drills, in question and answer form (see page 59)**
- **Progressive drills**

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* The titles of many of these drills are taken from "Language and Language Learning" by Nelson Brooks. MLA Cooperative Project. 1959. Harcourt Brace & Co. 1960.

- **Drill in rejoinder-response**
- **Substitution in a series of patterns**
- **Combined substitution and transformation drills**
- **Completion drills**
- **Translation drills**
- **Variation drills**

Constructing the Drills. In the construction of drills, the most important consideration of the teacher should be the primary function of the drill. Teachers must decide whether the drill is to be used to:

- **Present a new point of structure or new vocabulary**
- **Drill structures and vocabulary already familiar**

In presenting new points of structure or vocabulary, it is important to remember that

- **New vocabulary is introduced through repetition drills.**
- **New structural points may be introduced through various drills.**
- **Drills designed to present new structural points must show the function of the forms to be learned.**
- **Only one new structural point is to be introduced in a drill. The variation from the pattern supplied by the teacher to the pattern given by the pupil should involve *only a single change*.**
- **Pupils should be given sufficient drill in one form of the structural item (example: *der*) before going on to the next form of the item (example: *den*). The examples given in the drills on the following pages are not exhaustive enough for class presentation; they are suggestions for drill construction.**

Conducting the Drills. In conducting the drills, especially in presenting new structural items, teachers should make sure that all books are closed. The pupils are directed not to use English. The teacher may give the English equivalent of what he is about to say in German perhaps once, if he feels it is necessary to do so.

1. The teacher gives one or two examples of the original pattern and its variant which the class repeats.

2. The original pattern and its variant may be written on the board (after the prereading phase) but they should be erased as soon as they are fixed in pupils' minds.

3. Pupils must be told *(a)* the type of change to be made and *(b)* how to make it.

4. When pupils have grasped the principle of the change, the teacher gives only the form in the left-hand column. Pupils, individually or in groups, are required to give the form in the right-hand column.

5. When pupils falter, they should be prompted by the teacher, preferably in a "stage whisper."

6. The number of sentences given pupils will vary with the structure presented, the ability of pupils to respond and the items needed to secure coverage.

7. A grammatical explanation may be given briefly after the drill, depending on the degree of grammatical difficulty. For most structures, the explanation is given after the initial drill when pupils have grasped the point. The drill is then resumed. In complex forms, a brief explanation may be given before the drill.

Selecting the Drills. Careful selection of the type of drill is important to fix the patterns clearly. Teachers might remember that

- **Structural items involving new words, as well as vocabulary items, must first be presented through repetition.**
- **Repetition drills of irregular verbs should be followed by or be interspersed with restatement-relay drills (directed dialog).**
- **All items presented through repetition drills should also be practiced through other drills, such as substitution, transformation and integration drills in order to insure functional learning.**
- **Certain structural items must be presented through integration, expansion and contraction drills.**
- **Where several types of drill are combined, it is important that only one of the elements be a new structural item.**

Pattern Drills To Present Structural Points

In the examples illustrating drills, only partial drills are given. Teachers will extend drills to cover the points as required.

The Repetition Drill. This drill is suitable for the presentation of new vocabulary, idioms, irregular verbs and points of structure. When a conjugation is to be learned initially, regular verbs should also be presented through repetition. (See the chapter entitled "Speaking.")

Example: Vocabulary

Teacher	*Pupil*
Ich habe ein Rad.	**Ich habe ein Rad.**
Ich habe ein Rad und einen Rucksack.	**Ich habe ein Rad und einen Rucksack.**
Ich habe ein Rad, einen Rucksack und ein Zelt.	**Ich habe ein Rad, einen Rucksack und ein Zelt.**
Er arbeitet vor dem Haus.	**Er arbeitet vor dem Haus.**
Er arbeitet hinter dem Haus.	**Er arbeitet hinter dem Haus.**
Er arbeitet in dem Haus.	**Er arbeitet in dem Haus.**

Transformation Drills. Transformation drills lend themselves to many different exercises as they involve the change from one form of a structural item to another form, such as from the singular to the plural and from masculine to feminine adjectives, from one type of demonstrative adjective or pronoun to another, from affirmative to negative, declarative to interrogative, person to person or tense to tense for verbs. In selecting items for audio-lingual presentation, teachers should select those items in which the changes involved are deducible from previous experience or from the teacher's explanation at the time of the drill. For example, in the change from one tense to another, pupils already have had the forms in repetition drills. In other cases, such as changing from the declarative to the interrogative or from the affirmative to the negative, the teacher's model at the beginning of the drill should be sufficient.

Example 1: Changing to the negative

Teacher	*Pupil*
Ich sehe den Jungen.	**Ich sehe den Jungen nicht.**
Er sieht das Haus.	**Er sieht das Haus nicht.**
Sie sehen die Autobahn.	**Sie sehen die Autobahn nicht.**
Ich habe den Jungen gesehen.	**Ich habe den Jungen nicht gesehen.**
Er hat das Haus gesehen.	**Er hat das Haus nicht gesehen.**
Sie haben die Autobahn gesehen.	**Sie haben die Autobahn nicht gesehen.**
Du gehst in die Stadt.	**Du gehst nicht in die Stadt.**
Ihr geht auf das Schiff.	**Ihr geht nicht auf das Schiff.**
Du bist in die Stadt gegangen.	**Du bist nicht in die Stadt gegangen.**
Ihr seid in die Stadt gegangen.	**Ihr seid nicht in die Stadt gegangen.**

Example 2: Changing to the interrogative

Ich habe einen Schlitten.	**Habe ich einen Schlitten?**
Sie geht ins Theater.	**Geht sie ins Theater?**

Example 3: Changing to the declarative . . . the patterned response drill

Ich nehme den Fussball in die Hand. **Nehmen Sie den Fussball in die Hand?**	**Ich nehme den Fussball in die Hand.**
Nehme ich den Fussball in die Hand?	**Sie nehmen den Fussball in die Hand.**
Nimmt Fritz den Diskus in die Hand?	**Fritz (Er) nimmt den Diskus in die Hand.**

Example 4: Using the alternate form of the demonstrative adjective

Ich möchte dieses Buch haben.	**Ich möchte das Buch dort haben. (Nicht dieses, sondern jenes.)**
Ich möchte diesen Ball haben.	**Ich möchte jenen haben.**
Ich möchte diese Flasche haben.	**Ich möchte die Flasche dort haben. (Or ich möchte jene haben.)**
Ich möchte diese Flaschen haben.	**Ich möchte die Flaschen dort haben.**

Substitution Drills. These drills, sometimes called replacement drills, may be used to present structure points when an item of one grammatical category can be replaced by an item in another category.

Example: Personal pronoun objects

Teacher	*Pupil*
Ich sehe dort einen Jungen.	**Ich sehe ihn auch.**
Ich sehe dort die Frau.	**Ich sehe sie auch.**
Ich sehe ein Mädchen.	**Ich sehe es auch.**
Ich sehe die Leute.	**Ich sehe sie auch.**

Integration Drills. Integration drills combine two clauses.

Example 1: Integrating with relative pronouns

Teacher	*Pupil*
Hier ist eine Dame. Sie will essen.	**Hier ist die Dame, die essen will.**
Hier ist ein Herr. Er will essen.	**Hier ist der Herr, der essen will.**
Hier ist ein Kind. Es will essen.	**Hier ist das Kind, das essen will.**
Hier ist die Speisekarte. Der Kellner hat die Speisekarte gebracht.	**Hier ist die Speisekarte, die der Kellner gebracht hat.**

Example 2: Integrating with a subordinating conjunction

Ich gehe ins Kino. Ich möchte mir gern den Film ansehen.	**Ich gehe ins Kino, weil ich mir gern den Film ansehen möchte.**
Er lernte nicht viel. Er schlief immer ein.	**Er lernte nicht viel, weil er immer einschlief.**

Example 3: Integrating with a coordinating conjunction

Ich gehe ins Kino. Ich möchte mir gern den Film ansehen.	**Ich gehe gern ins Kino, denn ich möchte mir gern den Film ansehen.**
Er lernte nicht viel. Er schlief immer ein.	**Er lernte nicht viel, denn er schlief immer ein.**

Expansion Drills. In expansion drills, the inclusion of a word expands the sentence. The expansion may change the word order, such as in the following drill.

Er spielt (gut).	**Er spielt gut.**
(viel)	**Er spielt viel.**
(nicht)	**Er spielt nicht.**
Er hat (gut) gespielt.	**Er hat gut gespielt.**
(viel)	**Er hat viel gespielt.**
(nicht)	**Er hat nicht gespielt.**

Patterns for Practice

In drilling forms which are already familiar to pupils, all the drills used for presenting structural points may be used for practicing the points. Several additional drills, not suitable for presenting structural points, may be used for drilling vocabulary or points which are already known.

Transformation Drills. Transformation drills lend themselves to many different types of drill, such as change of number, tense, person, and noun to pronoun.

Example 1: Changing to the present perfect (Gegenwart II)

Teacher	*Pupil*
Ich gebe Fritz meine Schlittschuhe.	**Gestern habe ich Fritz meine Schlittschuhe gegeben.**
Ich rufe meine Freundin an.	**Gestern habe ich meine Freundin angerufen.**
Ich spiele Tennis.	**Gestern habe ich Tennis gespielt.**
Ich gehe in den Park.	**Gestern bin ich in den Park gegangen.**

2

Example 2: Changing to the future form

Ich gebe Fritz meine Schlittschuhe.	**Morgen werde ich Fritz meine Schlittschuhe geben.**
Ich rufe meine Freundin an.	**Morgen werde ich meine Freundin anrufen.**

Patterned Response Drills. Four types of drills for patterned response are suggested to reinforce structures or vocabulary. In each type, the answer is closely patterned on the question. The patterns outlined below represent gradations in structural difficulty. They might be used sequentially for reinforcing new content.

Type 1. Questions requiring yes or no answers

Teacher	*Pupil*
a. **Luise nascht gern Pralinen, nicht wahr?**	**Ja, Luise nascht Pralinen gern.**
b. **Nascht Luise gern Pralinen?**	**Nein, Luise nascht Pralinen nicht gern.**
c. **Naschen Sie gern Pralinen, Luise?**	**Nein, ich nasche Pralinen nicht gern.**

Type 2. The choice question

a. **Nascht Luise lieber Pralinen oder Törtchen?**	**Luise nascht lieber Parlinen (Törtchen).**
b. **Gehen wir in den zweiten oder dritten Stock?**	**Wir gehen in den zweiten (dritten) Stock.**

Type 3. The cued response drill (The cue may be given before or after the question.)

a. **(Pralinen) Was nascht Luise gern?**	**Luise nascht gern Pralinen.**
b. **(Törtchen) Was nascht Luise gern?**	**Luise nascht gern Törtchen.**
c. **In welchen Stock gehen wir? (dritten)**	**Wir gehen in den dritten Stock.**

Type 4. The question where the answer, closely patterned on the structure of the question, requires the addition of content by the pupil *(This type of question resembles type 3, but no cue is provided.)*

a. **Was nascht Luise gern?**	**Luise nascht gern Pralinen.**
b. **In welchen Stock gehen wir?**	**Wir gehen in den dritten Stock.**

Substitution Drills. Another use of substitution drills may be found in reinforcing patterns learned through repetition and transformation drills, or for substitutions where the forms not previously learned are identical. (See under Approach 1, dialog, page 31.)

Example: Substitution of a series of patterns

(singen) Ich singe nicht. Singen Sie?	**Ich singe nicht. Singen Sie?**
(rauchen)	**Ich rauche nicht. Rauchen Sie?**
(Klavier spielen)	**Ich spiele nicht Klavier. Spielen Sie Klavier?**
(laut sprechen)	**Ich spreche nicht laut. Sprechen Sie laut?**

Progressive Drills or Replacement Drills (substitution of different parts of the structure). This drill is explained in Approach 1, page 33.

Combined Substitution and Transformation Drills. In these drills, more than one item is changed in a single pattern.

Sie hat ihre Handtasche verloren.	**Sie hat ihre Handtasche verloren.**
(Handschuhe)	**Sie hat ihre Handschuhe verloren.**
(Maria und Hilde)	**Maria und Hilde haben ihre Handschuhe verloren.**
(Geld)	**Maria und Hilde haben ihr Geld verloren.**
(Mutti und ich)	**Mutti und ich haben unser Geld verloren.**

Rejoinder-Response Drills. In these drills, pupils are told the manner in which they are to act and to use the appropriate expressions. In initial class presentation, pupils may look at the German, listen and repeat. If English meanings are needed, these might be supplied orally by the teacher or in written form.

Example 1: Express politeness

Teacher	*Pupil*
Hier ist Ihr Paket, Frau Schmidt.	**Danke sehr.**
Vielen Dank, Herr Doktor.	**Keine Ursache (Bitte sehr).**
Entschuldigen Sie (Verzeihen Sie), bitte.	**Bitte sehr.**
Störe ich?	**Im Gegenteil.**
Sie kommen doch mit, nicht wahr?	**Aber mit Vergnügen. (Ich bedaure sehr).**

Example 2: Express agreement

Ein guter Wagen, nicht wahr?	**Wirklich sehr gut.**
Also morgen fahren wir in die Berge.	**Abgemacht.**
Ein elegantes Kaffeehaus.	**Es ist ausgezeichnet.**
Herrliches Wetter.	**Wirklich herrlich.**
Ich habe diesen Film nicht gern.	**Er hat mir auch nicht gefallen.**

Example 3: Express disagreement

Kommen Sie zurück!	**Niemals!**
Dieses Schauspiel gefällt mir sehr.	**Mir überhaupt nicht.**
Sind Sie damit einverstanden?	**Ganz und gar nicht.**
Er ist sehr gescheit.	**Ich kann mit Ihnen nicht übereinstimmen.**
Sie schulden mir zwei Mark.	**Das ist nicht wahr. (Sie müssen mich mit jemand anders verwechselt haben.)**

Example 4: Express doubt

Dieser Dom wurde vor 1000 Jahren gebaut.	**Wirklich?**
Er ist ein Millionär.	**Unmöglich!**
Alle Künstler sind reich.	**Das glaub' ich nicht!**

Example 5: Express lack of comprehension

Dies ist eine langweilige Geschichte.	**Wie, bitte? (Was sagten Sie?)**
Wenn man Gas in einem geschlossenen Behälter erwärmt, steigt der Druck darin.	**Das versteh' ich nicht.**

Example 6: Express surprise

Er hat sein Abitur gemacht.	**Wirklich?**
Sie ist bis über die Ohren verliebt.	**Unmöglich!**
Wir haben das grosse Los gezogen (In der Lotterie gewonnen).	**Prima! Wunderbar!**

Example 7: Express regret

Er ist sehr krank.	**Das tut mir aber leid.**
Seine Mutter ist gestorben.	**Das ist sehr zu bedauern.**
Sie hatte kein Glück.	**Schade!**
Ich habe mein Geld verloren.	**Das ist ja schrecklich.**
Sie kommen sehr spät.	**Entschuldigen Sie, bitte.**

Completion Drills. In the audio-lingual program, some completion drills are formulated by nonverbal cues. Teachers may point to the article or object in question. (See page 25.) Other completion drills may be used to reinforce learning in situational contexts as follows:

Example 1: Possessive pronouns

Ich habe mein Geld und ihr habt eures.	**Ich habe mein Geld und ihr habt eures.**
Er hat sein Geld und sie hat	**Er hat sein Geld und sie hat ihres.**

Example 2: Demonstrative pronouns or adjectives

Ich nehme dies und ihr nehmt das.	**Ich nehme dies und ihr nehmt das.**
Ich möchte diesen Hut kaufen. Möchtet ihr	**Ich möchte diesen Hut kaufen. Möchtet ihr jenen kaufen?**
Ich biege in diese Strasse ein. Ihr biegt	**Ich biege in diese Strasse ein. Ihr biegt in die Strasse dort ein.**

Example 3: Antonyms and comparisons

Hermann ist klug; Brigitte ist dumm.	**Hermann ist klug; Brigitte ist dumm.**
Susanna ist reich; Margot ist	**Susanna ist reich; Margot ist arm.**
Jakob ist gross; Ludwig ist	**Jakob ist gross; Ludwig ist klein.**
Karl ist klein, aber Fritz ist	**Karl ist klein, aber Fritz ist kleiner.**

Translation Drills. Translations are to be encouraged only when (1) the vocabulary has been mastered sufficiently for instant recall and (2) when the drill is contextually and structurally oriented, as follows:

Example: Use of prepositions

The park! He's in the park.	**Der Park! Er ist im Park.**
The living room! He's in the living room.	**Das Wohnzimmer! Er ist im Wohnzimmer.**
The school! He's in school.	**Die Schule! Er ist in der Schule.**
The university! He's at the university.	**Die Universität! Er ist auf der Universität.**
The country! He's in the country.	**Das Land! Er ist auf dem Land.**

Variation Drills. See Approach 1, page 33.

The Textbook in Audio-Lingual Presentation

Principles and Practices

The procedures in this chapter are suggested for use only until textbooks or other text materials effectively implementing audio-lingual approaches are available.

In accordance with the principles and procedures previously stated, audio-lingual presentation and practice of foreign language content are recommended to develop firmly fixed speech patterns for instantaneous aural comprehension and oral response. Many teachers will find it convenient to derive most of the content from textbook materials, especially in the early years. In order to assist teachers to use the textbook materials in effectuating audio-lingual learnings in the presentation and practice of the content, guides and suggestions are given in this chapter.

The Needs. In presenting the content audio-lingually, some adaptation in the use of existing texts may have to be made. The amount and kind of adaptation will depend on the manner in which the textbook has been prepared. Some very new textbooks may need little or no adaptation. Some of the more traditional textbooks may need a great deal. The adaptations, therefore, will vary with each textbook and with each chapter. They will also vary with the prereading phase in the initial stages and the foundation or grammar textbook phase.

In order to achieve audio-lingual competency within language experiences, constant repetition to the point of saturation of basic patterns involving structure, idiom and vocabulary is needed. Progressive development of audio-lingual competency involves increasingly complex structures in a variety of expressional material. Some order or system is therefore practical.

The method popularly known as "hear, say, see, write" will again be followed as the principle of sequential learning. Only the first two, *hear* and *say*, apply to the prereading phase; all four may apply to the second phase when the textbook is being used by pupils.

Audio-Lingual versus Aural Presentation. It is important to differentiate between audio-lingual and purely aural presentation. Audio-lingual presentation involves pupil participation in repeating and speaking. Aural presentation involves only listening and understanding. Audio-lingual presentation, therefore, will be applied in extent and in depth to those items deemed necessary for pupils' response in speaking.

Audio-Lingual Presentation versus Audio-Lingual Practice. In audio-lingual presentation, pupils will hear and repeat meaningful utterances before seeing them. Although pupils will have audio-lingual exercise during the presentation, the term "audio-lingual practice" will refer to audio-lingual exercise *after* pupils have seen and perhaps written the material.

Adaptation in the Prereading Phase*

During the initial phase of learning the pupils will, through listening, imitation and intensive repetition, become "saturated" with the sounds, melody and patterns of the language and thereby acquire a new set of habits and attitudes. It is necessary that presentation be completely audio-lingual. The use of the content of the text during this stage of learning facilitates the transition to the use of the text itself when the prereading period is concluded. The following steps are recommended:

1. Determine the scope of the pretextbook phase of learning.

- Decide on the number of chapters in the textbook from which content will be selected to be presented completely audio-lingually.
- Estimate the amount of time it will take to cover this material in terms of the number and length of the class periods. In making this estimate, it is wise to remember that mastery of audio-lingual material is time-consuming.

2. Examine the textbook carefully with the object of preparing an inventory list of the content.

3. Select from this inventory list the items of basic content to be presented audio-lingually.

4. Select from the text or compose basic pattern sentences which contain these items of basic content. These sentences will be the focal point around which most of the audio-lingual presentation will be built. They should be limited to the grammatical points contained in the chapters and should incorporate as much of the vocabulary of the chapters as possible.

5. The basic pattern sentences might be in the form of statements, questions, answers to questions or meaningful utterances. They might be presented to the class through either Approach 1 or Approach 2, as previously described in the chapter entitled "Speaking." A combination of both approaches might be preferred.

- In Approach 1, a selection of the basic pattern sentences might be incorporated into a brief dialog, previously prepared by the teacher, involving two roles and not more than six or seven utterances. The dialog is presented to the class for group memorization. The basic patterns are then used for drill practice through repetition, directed dialog, transformation, substitution and variation drills. In the prereading phase, the constructions will be simpler and the sentences shorter than those given in the model dialog, but the procedures will be the same.

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* Many of the procedures outlined in this phase of learning were suggested by Patricia O'Connor in her article, "Modern Foreign Languages in the Secondary School: Prereading Instruction," Bulletin 1960, No. 9. U. S. Government Printing Office, Washington 25, D. C.

- **In Approach 2, the basic pattern sentences might be used in building up action-responses to nonverbal cues and a series of questions and answers, or responses to directed dialog in a progressive development of structure and vocabulary. The basic patterns should, therefore, be selected to give rise to pupil activity in the form of action-responses, responses to questions or directed dialog, games and brief conversations. The vocabulary is presented in meaningful utterances or in sentence form. Supplementary material may be added or incorporated, as outlined below. Pattern drills might also be incorporated.**

6. If Approach 1 is used, the dialog must be prepared to include all the basic patterns selected in step 4. These patterns might be included either in the original dialog the class will memorize or in the drills to follow. The drills themselves may include new basic pattern sentences as supplementary or adaptation materials, such as *"Wieviel Uhr ist es?"* or *"Sind Sie krank?"*

- **After the dialog has been almost mastered, plan to drill at least one of the basic patterns each day.**
- **Plan each period to include a systematic review of material previously mastered as well as some of the new material.**

7. If Approach 2 is used, it is necessary to plan each day's lesson as a unit for presentation in which each unit includes drill on at least one or more of the basic pattern sentences. All of the sentences selected in step 4 above must be included in the total units presented. The systematic review of each basic pattern sentence every few periods is recommended. The more difficult constructions should reappear most frequently.

8. Supplementary material may be added, if needed or desired, in both approaches.

- **Supplementary material which creates a foreign language atmosphere and *Sprachgefühl* and helps to predispose pupils to thinking in the foreign language. Such expressions would include those used in greetings and classroom routines.**
- **Supplementary material which stimulates interest and at the same time broadens the vocabulary of pupils, such as the first name of each member of the class in the foreign language; the personal description of members of the class in terms of clothing, height, complexion; the description of members of the family in terms of relationship, age, names; "classroom geography" (the placement of objects and persons in the room, who sits next to whom, in front of whom, other seating arrangements).**
- **Other supplementary material in the form of expressions used with *activities* involving vocabulary and structure. In the use of numbers, for example, the words *ist, weniger, mal, geteilt durch,* or special expressions needed for playing games or making telephone calls may be supplied.**

Caution should be exercised in adding supplementary material to avoid excessive building of vocabulary by identification, such as in response to the question, *"Was ist das?"*. Vocabulary is most useful in meaningful utterances or sentences, however short. Care should also be exercised to include only structural items which have already been learned. Exceptions to this recommendation may be made for special expressions which are memorized as a unit such as *Keine Ursache*.

9. In both approaches:

- **The review material should be interwoven with the new material wherever possible.**
- **The drills and devices to be used in each day's lesson should be determined in advance. These may include the oral drills mentioned in the chapter entitled "Speaking" as well as playing games, singing songs, reciting simple poems, making telephone calls, doing arithmetical problems or ordering a simple meal.**
- **Very little new material should be introduced in any one class period. During the audio-lingual phase there should be several days on which no new material is introduced at all.**
- **Audiovisual devices should be included wherever they promote audio-lingual learnings.**

10. Prepare a teaching script or "rundown" for each day's lesson containing the details of content and procedure. It should be remembered that sufficient repetition by the class, first after and then along with the teacher's model, are requisite before automatic responses can be obtained. While the script or "rundown" should allow for some flexibility, it should contain sufficient detail so that the teacher will not have to think about what he is to do next when he is in front of the class. Like an orchestra leader or the moderator of a fast-moving performance, he must keep the action running rapidly and smoothly if the procedure is to be successful and efficient.

For the transition to the reading and writing stages of learning, see the chapters entitled "Reading," "Writing" and "Pronunciation."

Summary of Procedures in the Prereading Phase

1. **Determine the scope of the completely audio-lingual phase in terms of content to be covered and time allotted.**
2. **Examine the textbook carefully.**
3. **Prepare an inventory list of the basic content.**
4. **Select or compose Basic Pattern Sentences or meaningful utterances which illustrate the points of the inventory.**
5. **Determine the manner of presenting these basic pattern sentences.**
   - **Incorporate them into brief dialogs for group memorization and drill practice.**
   - **Prepare lessons which build up vocabulary and structure.**
6. **Add supplementary material.**
7. **Divide the total material into units for class presentation.**
8. **Plan the systematic review of each basic pattern.**
9. **Determine the devices to be used in each unit of presentation.**
10. **Incorporate audiovisual devices where practical.**
11. **Write a detailed script or "rundown" for each class period.**

The Textbook Phase

Transition to the Textbook Phase. A specific time limit to this pretextbook phase of instruction cannot be definitely stipulated. Recommendations of authorities vary from several weeks to one semester.

Determining factors involve:

- **Age and maturity of pupils**
- **Skill and experience of the teacher**
- **Degree to which the foreign language differs in sound from English**
- **Availability of mechanical aids (language laboratory)**

Ultimately, it is the teacher who must decide when the transition from the pretextbook period to the use of printed materials will be made.

Presentation in the Textbook Phase. The use of text materials for audio-lingual presentation after the prereading period is over involves a judicious choice of items and careful planning in presentation. A more limited amount of the text content will be presented than that during the pretextbook phase. The content will have to be carefully selected with a view to fixing the basic speech patterns most essential for developing audio-lingual competency.

The type of textbook being used will determine to a great extent the amount and kind of selection and adaptation required. Textbooks which follow a strictly grammatical approach to language learning will require more adaptation than those which emphasize vocabulary, idiom and grammar in conversational context using words of high frequency.

Transition to Complex Content. As the course progresses, language utterances become more complex in structure. Content increases rapidly in vocabulary and idiom. Some of the content may be required for reading recognition or aural comprehension only. Audio-lingual presentation will tend to decrease in favor of reading presentation or aural presentation. Audio-lingual *presentation* will be replaced more and more by audio-lingual *practice* of material already seen in the reading.

The increase in complexity and range of language content requires integrating the four skills in the *hear, say, see, write* process. While it is important that basic patterns needed for audio-lingual competency be presented as far as possible audio-lingually, the "hear and say" of the pretextbook phase should be followed by "see and write."

Steps in Selection. The teacher will have to examine each chapter in the textbook in terms of providing pupils with a language experience in situational context using the content of the text. The following steps are suggested:

1. **Decide whether or not the items contained in the lesson are needed for audio-lingual competency.**

2. **Determine whether or not the items of the lesson are more suitable for audio-lingual presentation than for audio-lingual practice.**
3. **Select the items in the lesson which lend themselves to audio-lingual presentation.**
4. **Plan the manner in which the items are to be presented.**
5. **Correlate, wherever possible, the materials used with the topics chosen for audio-lingual experiences for the grade. Topics are suggested in the chapter entitled "Audio-Lingual Experiences."**

Suggested Criteria for Selection. For each of these steps, the following criteria may be helpful:

Need

- **Structures needed for audio-lingual competency are outlined in the chapter entitled "The Structures."**
- **Vocabulary and idioms of high frequency are needed for audio-lingual competency. The following books may be used as guides for the selection of items of high frequency:**

  ***Unsere Muttersprache*, Arbeitshefte für den Deutschunterricht in höheren Schulen, Heft 1, 2, und 3. Hans Thiel. Diesterweg.**
  ***Deutsch für Ausländer*, Teil 1 und 1a. Hermann Kessler. Kessler.**
  ***Deutscher Alltag*, Ein Gesprächsbuch für Ausländer. Johanna Haarer. Hueber.**
  ***Kleines Deutschlandbuch für Ausländer*. Rudolf Meldau. Hueber.**
  ***Vocabulaire Allemand Progressif*. René Michéa. Chilton-Didier.**

Suitability

- **Most structures needed for audio-lingual competency will be suitable for audio-lingual presentation. Among the criteria for selecting the items are the following:**

  The possibility of presenting the structure with vocabulary of high frequency in a concrete situational context which will be comprehensible and assimilable by pupils
  The possibility of presenting the structure through the use of one of the pattern drills

  If one or both of these conditions are met, the teacher might consider the relative advisability of presenting some structures instead of others from among those required by the syllabus for audio-lingual competency. Teachers may establish their own criteria for selection.
- **New words and expressions whose meanings can be inferred and which eventually will be incorporated into the active vocabulary might be presented. They must, however, fit into the situational context of the presentation.**

The Items Selected. If it is decided that a structural item, as well as some of the vocabulary and idioms, is suitable for audio-lingual presentation, a judicious selection of expressions incorporating these items must be made. They should be (*a*) restricted to the important items of the lesson, (*b*) presentable through pattern drills or conversational sequences of interest to pupils, (c) representative of progression in the learning process, (*d*) comprehended by pupils during the presentation, (e) incorporated into a series, activity (such as a game, playlet or dialog), or conversational sequence, preferably one which might be correlated with a required topic for audio-lingual experience.

Important new words might be used with review structures and new structures with review words. Only where meanings can be inferred should new words be presented with new structures.

Efforts should be made to utilize the vocabulary of the textbook and to suit the situational context to the text materials.

Differentiating According to Textbooks. Where textbooks utilize the dialog form in conversational sequences, basic pattern sentences which contain structures and vocabulary suitable for audio-lingual presentation may be taken directly from the text. These might be made the basis for pattern drills and provide the situational context.

Where traditional textbooks list vocabulary of low frequency and contain model sentences which do not relate to any situational context, basic pattern sentences in situational context will have to be composed by the teacher.

The Manner of Presentation. Since there can be no prescribed manner to present all structures and vocabulary audio-lingually, only suggestions for such presentation can be offered here.

- **Teachers may wish to present each structural item separately through pattern drill practice including appropriate vocabulary and follow the pattern practice by application in brief, functional dialog form, as illustrated below in Presentation I.**
- **Teachers may wish to incorporate the important structures and vocabulary into a brief dialog to be presented to the class for group memorization and pattern practice, as described in Approach 1 on page 26 in the chapter entitled "Speaking," and as illustrated below in Presentation II.**

In all cases standard practices, such as the utilization of concrete illustrations, still serve as important elements in presenting language content audio-lingually. Comparing the height of two pupils or the size of two books, using gestures or other standard devices, are incorporated into the presentation for the vividness needed to associate expression with idea.

Presenting the Structures

Presentation I

Step 1. In presenting structures, the use of a pattern drill is recommended to teach grammar in use. (See "Patterns for Drill.") New structures should be, wherever possible, presented through more than one drill. In the case of verbs of new conjugations or irregular verbs, the repetition drills should be followed by restatement-relay drills (directed dialog) and substitution drills.

Step 2. The pattern drills might be followed by question-answer drills, preferably in the situational context of the lesson.

Step 3. The question-answer material might be incorporated into a dialog or conversational sequence to which simple supplementary material might be added. These dialogs might prepare students for their required audio-lingual experiences. (See page 46.)

Although step 2 should follow step 1, it is not necessary for step 3 to come immediately after step 2. In the intervening time, pupils may read material containing the new structures and vocabulary and may undertake written practice with the items. Step 3 might contain material so experienced.

Illustration I: Double Object Pronouns

Step 1: A Pattern Drill (Substitution Drill.) Used in the situational context of the textbook material, utilizing new vocabulary which can be inferred, or reviewing vocabulary.

Teacher	*Pupil*
Ich gebe Ihnen das Buch.	**Ich gebe es Ihnen.**
Ich gebe Ihnen den Apfel.	**Ich gebe ihn Ihnen.**
Ich gebe Ihnen die Zeitung.	**Ich gebe sie Ihnen.**
Ich gebe Ihnen die Bücher.	**Ich gebe sie Ihnen.**
Er gibt mir den Apfel.	**Er gibt ihn mir.**
Sie gibt mir die Tinte.	**Sie gibt sie mir.**

Step 2: The Question-Answer Drill

Geben Sie es mir?	**Ja, ich gebe es Ihnen.**
Geben Sie ihn mir?	**Ja, ich gebe ihn Ihnen.**
Geben Sie sie mir?	**Ja, ich gebe sie Ihnen.**
Zeigen Sie sie mir?	**Ja, ich zeige sie Ihnen.**
Zeigen Sie ihn mir?	**Ja, ich zeige ihn Ihnen.**

The pattern drill might be repeated with the verb *leihen*. The drills might also be conducted with other double object combinations.

Step 3: The Dialog (The examples given are only those with *mir* and *Ihnen* as indirect objects. Dialogs with other combinations of pronouns might be utilized in the same way.)

First variation:

(Supplementary Material)

Teacher: Guten Tag, Hans.
Pupil: Guten Tag, Herr Lehrer.
Teacher: Was haben Sie in der Hand?
Pupil: Ich habe ein schönes Buch über Deutschland.

(Basic Pattern Sentence)

Teacher: *Leihen Sie es mir* für meine Klasse?
Pupil: Aber gern. *Ich leihe* es *Ihnen* mit Vergnügen.

Second variation:

(Supplementary Material)

Ich habe eine Ansichtskarte des Kölner Doms.

(Basic Pattern Sentence)

Teacher: *Zeigen Sie sie mir!* (Zeige sie mir!)
Pupil: Aber gern. *Ich leihe* es *Ihnen* mit Vergnügen.

Third variation:

Pupil: Ich habe ein schönes Buch und eine Ansichtskarte über Köln.
Teacher: Geben *Sie sie mir?* (Gibst du sie mir?)
Pupil: Aber gern: *Ich gebe sie Ihnen* mit Vergnügen.

Illustration II: Gegenwart II of Reflexive Verbs

Step 1: The Pattern Drill

Teacher	*Pupil*
Ich kämme (mich).	**Ich habe mich gekämmt.**
Ich wasche (mich).	**Ich habe mich gewaschen.**
Ich lege (mich hin).	**Ich habe mich hingelegt.**
Ich ziehe (mich an).	**Ich habe mich angezogen.**
Ihr wascht (euch).	**Ihr habt euch gewaschen.**
Ihr setzt (euch).	**Ihr habt euch gesetzt.**

Step 2: The Question-Answer Drill

Wann waschen Sie sich?	**Ich wasche mich, wenn ich aufstehe.**
Wann ziehen Sie sich an?	**Ich ziehe mich an, wenn ich aufstehe.**

(Repeat Steps 1 and 2 with er, sie, es, wir, sie, and du.)

Step 3: The Dialog

First variation:

(Supplementary Material)

Teacher: Guten Tag, Hans. Wie geht es Ihnen?
Pupil: Danke, sehr gut, aber ich bin müde.

(Basic Pattern Sentence)

Teacher: Wann haben Sie sich gestern hingelegt?
Pupil: Ich habe mich um Mitternacht hingelegt.
Teacher: Das ist zu spät.

Second variation:

Teacher: Guten Morgen, Hans. Sie kommen zu spät.
Pupil: Das stimmt.
Teacher: Um wieviel Uhr haben Sie sich an den Frühstückstisch gesetzt?
Pupil: Ich habe mich um acht Uhr an den Frühstückstisch gesetzt.

Presentation II

The important items of the lesson are incorporated into a brief dialog for group memorization. Basic pattern sentences might be chosen from the text or composed by the teacher utilizing text materials. Content may include familiar and unfamiliar patterns leading to pattern drills.

Step 1: *Dialog,* Illustration (Double Object Pronouns)

Part I

Helga: Guten Tag, Hans!
Hans: Guten Tag, Helga! Sieh hier! Ich habe eine deutsche Zeitung und ein deutsches Buch. Ich gebe dir die Zeitung für deine deutsche Klasse.
Helga: Du gibst sie mir? Wirklich?
Hans: Jawohl! Ich gebe sie dir mit Vergnügen.
Helga: Tausend Dank, Hans.

Part II

Hans: Ich habe eine deutsche Zeitung und ein deutsches Buch. Hier ist das Buch für Ihren Freund Jakob.
Helga: Geben Sie ihm das Buch für seine deutsche Klasse? Wirklich?
Hans: Jawohl! Ich gebe es ihm mit Vergnügen.
Helga: Vielen Dank, Hans. Das ist sehr nett von Ihnen.

Step 2: Pattern Drills (Only partial drills are given here. Each drill is continued to cover a sufficient number of forms.)

Teacher	*Pupil*
Part I	
Ich gebe Ihnen das Buch.	Ich gebe es Ihnen.
Ich gebe Ihnen die Zeitung.	Ich gebe sie Ihnen.
Ich gebe Ihnen den Brief.	Ich gebe ihn Ihnen.
Ich gebe Ihnen die Zeitungen.	Ich gebe sie Ihnen.
Ich gebe Ihnen die Adressen.	Ich gebe sie Ihnen.
Sie geben mir das Buch.	Sie geben es mir.
Sie geben mir die Zeitung.	Sie geben sie mir.
Sie geben mir den Brief.	Sie geben ihn mir.
Hans gibt dir das Buch.	Hans gibt es dir.
Hans gibt dir die Zeitung.	Hans gibt sie dir.
Hans gibt dir den Brief.	Hans gibt ihn dir.
Er gibt euch das Buch.	Er gibt es euch.
Er gibt euch die Zeitung.	Er gibt sie euch.
Er gibt euch den Brief.	Er gibt ihn euch.
Er gibt uns das Buch.	Er gibt es uns.
Er gibt uns die Zeitung.	Er gibt sie uns.
Er gibt uns den Brief.	Er gibt ihn uns.
Part II	
Sie geben ihm das Buch.	Sie geben es ihm.
Sie geben ihm die Zeitung.	Sie geben sie ihm.
Sie geben ihm den Brief.	Sie geben ihn ihm.
Sie geben ihr das Buch.	Sie geben es ihr.
Sie geben ihr die Zeitung.	Sie geben sie ihr.
Sie geben ihr den Brief.	Sie geben ihn ihr.

Step 3: Question-Answer Drills

Teacher	*Pupil*
Hier ist das Buch. Geben Sie es mir?	**Ja! Ich gebe es Ihnen.**
Hier ist die Zeitung. Geben Sie sie mir?	**Ja! Ich gebe sie Ihnen.**
Hier ist der Brief. Geben Sie ihn mir?	**Ja! Ich gebe ihn Ihnen.**
Hier sind die Adressen. Geben Sie sie mir?	**Ja! Ich gebe sie Ihnen.**

Presenting Vocabulary and Idioms

Vocabulary and idioms from the new lesson may be presented audio-lingually when their meanings can be illustrated or inferred. Inference may be assisted by gesture, chalk drawings, pantomime, paraphrasing or definition. The presentation may be combined with the structure drills or take the form of a repetition drill which might also be followed by other drills, such as transformation, substitution or completion drills. The three steps used in presenting the structures may also apply to presenting vocabulary or idioms.

Illustration I: Prepositions Inferred through Gesture

Step 1: Pattern Drill I — *Repetition Drill*

Teacher	*Pupil*
Ich lege die Kreide in den Kasten.	**Ich lege die Kreide in den Kasten.**
Ich lege die Kreide auf den Kasten.	**Ich lege die Kreide auf den Kasten.**
Ich lege die Kreide unter den Kasten.	**Ich lege die Kreide unter den Kasten.**

Alternate Pattern Drill — *Repetition and Action Response*

Teacher	*Pupil* (repeats and performs the action)
Legen Sie die Kreide in den Kasten und sagen Sie: "Ich lege die Kreide in den Kasten."	**Ich lege die Kreide in den Kasten.**
Legen Sie die Kreide auf den Kasten und sagen Sie: "Ich lege die Kreide auf den Kasten."	**Ich lege die Kreide auf den Kasten.**

(Pupils should be trained to repeat the command in its proper form as they do the action, so that the teacher need not repeat the command "Wiederholen Sie!")

Pattern Drill II — *Completion Drill*

Teacher	*Pupil*
Ich lege die Kreide	**in den Kasten.**
Ich lege die Kreide	**auf den Kasten.**
Ich lege die Kreide	**unter den Kasten.**

Step 2: Question-Answer (Accompanied by Teacher Action)

Wohin lege ich die Kreide?	**Sie legen die Kreide in den Kasten.**
Worauf lege ich den Bleistift?	**Sie legen den Bleistift auf den Kasten.**

Step 3: Dialog

(Supplementary Material)

Wo ist die weisse Füllfeder?

(Basic Pattern Sentence)

Die weisse Füllfeder ist in dem Kasten.
Wo ist die rote Füllfeder?
Die rote Füllfeder ist auf dem Kasten.

Illustration II: Foods

A repetition drill which is a favorite during the early years is the "build-up," which can be used with classified vocabulary. This pattern drill may be followed by steps 2 (Question-Answer) and 3 (Dialog).

Zum Frühstück esse ich Brot.
esse ich Brot und Butter.
esse ich Brot, Butter und Eier.
esse ich Brot, Butter, Eier und Kuchen.

Choice of Answers. Pupils may often wish to answer questions in their own words and out of context of the drills or dialogs. It is wise to permit some freedom, but one must do so without altering the purpose of the presentation for the class. The individual teacher will adapt himself to this contingency in the interest of pupil growth and individual differences. Considerable skill may be required to make the adjustments so that the purposes of the presentation may be served.

Other Uses of the Textbook. The writing of drill patterns to reinforce audio-lingual learnings is treated in the chapter entitled "Writing" under the subheading "Guided Writing." It is important that the exercises be carefully patterned in order to emphasize automatic response and prevent excessive grammatical analysis. The reading of material in the textbook may be intensive or extensive. Reference to the chapter entitled "Reading" is suggested.

Language Laboratories

Purposes, Advantages and Concepts

Purposes. Because the foreign language course involves the acquisition of skills in understanding and speaking, the language laboratory is effective in promoting the attainment of its objectives. The language laboratory has two principal purposes: (1) it facilitates the assimilation of speech patterns into pupils' habits of expression by repetition and overlearning in a self-contained listener-speaker situation and (2) it provides abundant opportunity in or out of class for audio-lingual practice and aural experience with authentic materials. The tape recorders and record players provide a consistent model. They can reproduce a sentence for imitation in precisely the same form, over and over again. Machines will not become bored with repeating a model sentence, nor will their voices betray irritation and fatigue. Recordings can provide a variety of voices for the pupils' recognition and imitation. These recordings inspire confidence as being unquestionably genuine foreign language. By taking over part of the burden of supplying sufficient repetitions to provide ample listening experience, the machines can free the teacher for the important job of noting the progress and determining points of difficulty which will require additional practice.

The Individual Experience. The listener is isolated from the group by earphones or by booths and earphones. He is able to give maximum attention since he cannot listen to anything else, and is given what amounts to a private lesson. This individual experience permits a repetition of patterns without the self-consciousness incurred by exposure to the criticism of classmates.

In traditional class procedures, the pupil can speak individually for only a very limited amount of time, since opportunity for all members of the class to speak must be provided. Where all pupils in a class use laboratory equipment, each pupil has the opportunity to speak individually into the microphone at the same time as his classmates. Pupils' individual speaking experience is therefore extended.

All the Sound. The language laboratory provided with high fidelity equipment gives pupils the advantage of hearing all the sounds recorded by the speaker. In ordinary class procedures, much sound is lost through outside distractions, the inattention of students and the distance the teacher's voice must travel. Interference in the learning process through the often inaudible and inaccurate statements made by classmates is obviated by the use of the language laboratory. It is important to remember that the clarity of the acoustic image is the basis of language learning.

Different Concepts of the Language Laboratory. The language laboratory may be (1) a practice room where students may report after school or during study periods, (2) a practice room into which pupils may be scheduled for certain periods during their regular class hours, (3) part of the regular classroom or (4) the regular classroom.

1. The after-class practice room. This concept of the language laboratory can be of most use at the secondary level, if it is supervised by a language teacher. In the initial stages of learning, pupils need such supervision. As pupils advance they can make more and more use of this type of laboratory without assistance. The large numbers of pupils in secondary schools make expert administration and general supervision of the program necessary.

2. The practice room for regular class periods. The scheduling of classes into special rooms for practice during class periods requires coordinating instructional with administrative programs.

3. The use of part of a classroom as a language laboratory. Coordinating the regular classwork with the use of language laboratory equipment for only some of the students can be most effective with small groups.

With large and small groups, teachers must plan a rotation system for the use of the equipment and plan coordinated lessons in which both groups may be accommodated. This plan is not advisable with beginning classes.

Two additional problems, utilization of time and acoustic interference, are presented by this type of laboratory:

Use of Time

> **When the pupils who have recorders listen to their voices played back, the other pupils must be engaged in another activity or must listen to their classmates' recordings through channels provided for this purpose.**

Acoustic Interference

> **The activity of pupils who are not using the equipment might interfere with the listening and recording of those so engaged.**

4. The entire classroom as a laboratory. Ideally, every foreign language classroom on the secondary level should be a language laboratory, so that all the ongoing activities of language learning may be integrated with the use of the laboratory. In this case, however, the use of folding booths or regular desks or tables is recommended, so that when the laboratory is not in use, the regular class program will not be hindered by lack of pupil socialization.

Equipping the Laboratory

Equipment should be chosen with a view to fidelity, durability, simplicity of operation and versatility.*

The equipment of the laboratory will vary with its use during the school day (see above, "Different Concepts of the Language Laboratory") and the amount of money available.

Many different types of laboratories may be installed. The two most important functions to be considered are listening through earphones and recording pupils' voices. In general, laboratories fall into four categories:

1. The listening laboratory in which each station has earphones. One tape recorder at the teacher's desk transmits the lesson. Pupils have only on-off and volume controls.

*** Suggestions for the purchase of language laboratory equipment will be found in the *Purchase Guide for Chief State School Officers.* Ginn & Co. 1959. Manufacturers and suppliers of electronic equipment also provide special guides and bulletins.**

2. The laboratory in which pupils have "activated" earphones through which they hear the tape or disc and also their own voices as they speak, electronically transmitted through the earphones.

   This laboratory may or may not include several tape recorders on which pupils' voices may be recorded by the teacher if he so wishes.

   The pupils' voices, as well as the "master" voice on tape or disc, may be played back to the individual pupil or to the entire class.
3. The combination laboratory, which may be of two kinds: (*a*) one in which part of the class listens, through activated or nonactivated earphones, and part of the class is at stations which have individual recorders; or (*b*) one in which part of the class works with the laboratory equipment of either type in (*a*) and part of the class works directly with the teacher. In both cases, a rotation plan is necessary.
4. The "complete" laboratory, in which every pupil in the class can record on an individual tape recorder and can hear teacher, tape, or disc, individually or collectively.

Versatility through Channels. In selecting equipment, it is wise to consider that the number of channels installed might provide for

- **Several tapes to be heard by different groups at the same time**
- **The use of phonograph records**
- **Direct teacher instruction via microphone**
- **Teacher monitoring of individual stations**
- **Individual pupil-teacher one- or two-way communication**
- **Pupil recording of his voice on the tape**
- **Playback of pupil's tape individually or to the entire class through earphones or a class public address system**

Principles of Selection. In selecting equipment, the aim should be to provide maximum foreign language learning for a maximum number of pupils in the foreign language department. To this end, it might be wise to remember that it is preferable to have more classrooms provided with simple equipment than a single classroom with costly equipment. A balance should be achieved, however, among the factors of (1) concept of the laboratory, (2) effectiveness of furthering the learning process, (3) number of pupils to be served. It may be helpful for teachers to know that

- **It is more important for pupils to listen and repeat than to record.**
- **It is important that pupils be able to record their own voices on occasion.**
- **It is important that pupils hear their own voices if they have recorded them.**
- **It is important that teachers often monitor and review pupils' performance.**

For these purposes, it is suggested that the language laboratory provide for the following:

- **Each student station should have activated earphones and a microphone.**

- **Some tape or magnetic disc recorders should be provided for pupils recording of voices.**
- **Channels should be provided, so that:**
  - **Pupils can hear the teacher (individually or collectively)**
  - **Pupils can hear their own voices played back (individually or collectively)**
  - **Pupils can hear both tape and phonograph**
- **Several stations may be provided with individual tape recorders for more able pupils to do individual work and also to self-monitor their own recordings.**

Other Considerations

Supervision Needed. Where the language laboratory is located in the classroom, it is supervised by the teacher. If the language laboratory is separated from the regular classroom, its operation must be supervised at all times by a faculty member or student aid.

Procuring Tapes. Commercial companies provide tapes with texts or visual materials. Tapes may be made from discs, with the permission of the companies which produce the discs. The German Embassy has prepared tapes for classroom use.

Preserving the Tapes. Duplicate copies of master tapes should be made, and master tapes should be preserved for future copying. Tapes break or stretch, are affected by excessive dampness or heat and are therefore susceptible to distortion.

Coordinating Visual Aids. Slides, filmstrips, pictures and charts may be coordinated effectively with language laboratory practice, especially when language learnings are integrated with cultural content.

The Material on the Tapes

Making the Tapes. Wherever possible, native or near-native voices of pleasant tone and very clear and accurate diction should be used for making tapes. The recordings should be at normal speed to preserve correct intonation. It is preferable, however, to have a non-native with good pronunciation and intonation who has a knowledge of the recording of lessons than to have a native untrained in this skill.

- **The room in which the tape is made should be free of extraneous noise and interruptions if it is not soundproofed.**
- **Directions should be given on the tape and should be clear and succinct. If they are complex, they should be repeated. Pupils should be given time to adjust themselves to the situation; pauses between sentences in the directions are recommended. If a book is used in conjunction with the exercises, page, paragraph and line numbers should be given.**

- **The sequences of the exercises should be made clear. Tapes should inform and forewarn. The end of the exercise should be indicated by tape or teacher.**
- **To allow for pupil hesitation and slower rate of reproduction, the pauses allowed for pupils' repetition should be longer than the time it took to record the phrase, word or sentence. Excessive length, however, induces boredom and impatience and hinders learning through loss of the "recency" factor.**
- **A single exercise should be only a few minutes in length. As a rule, it is advisable for pupils to spend only about half the class period using the laboratory.**

The Content of the Tapes. The content of the tapes will vary with the particular needs of pupils. In all cases, it should be closely integrated with the classroom work, except when pupils are working on special projects. The tapes may be used in developing all language skills, but they are most effective in promoting speaking and understanding.

Pronunciation and Intonation. Hearing all the sound, and repeating it, promotes the acquisition of correct pronunciation and intonation. In laboratories where pupils may also record what they say, pupils may compare their production on the tape with the original, correct their mispronunciations and improve their intonation. Pupils may be corrected and assisted first by the teacher. As they advance, they may train themselves in self-monitoring.

Drills to improve pronunciation and intonation may be specially devised for the production of individual sounds, sound sequences or intonation patterns. Pronunciation and intonation will also be improved through practicing the patterns in learning structure and vocabulary, and through repetition of the oral narration of some of the reading material.

The sequence for pronunciation is always listen-repeat. If pupils are given exercises in which they will first speak and then hear the correct form, they must be allowed opportunity to repeat the correct form after they have heard it.

Oral Narration. Material selected from the reading may be narrated for aural comprehension or for reproduction by students. When read without pauses, the material should be no more than a few minutes in length. The passages selected for oral narration on the tape should represent the features in the reading which are most likely to be experienced aurally by pupils.

When a passage is to be reproduced orally by pupils, it should first be heard once via tape in its entirety at approximately normal speed. The passage should be repeated by the tape with pauses left after short segments, such as after phrases or natural sense groupings. The passage may or may not be read a third time.

When material is read only for aural comprehension by pupils, it may be read several times or at several different intervals. Intervening exercises in class on the passage may clarify comprehension. Each time, the passage will become clearer. A passage may be read as many as five times for aural comprehension.

Drills Involving Changes of Form. Where drills involve changes of form by pupils, such as in exercises where questions are to be answered, vocabulary or idiom is to be added, or changes in structure are to be made, it is necessary to:

- **Allow sufficient time during the pause for the pupil to make the change.**
- **Give the correct form on the tape.**
- **Allow time (another and longer pause) for students to repeat the correct form from the tape model twice.**

Structures. The structures may be drilled in the language laboratory through some of the drills outlined in the chapter entitled "Patterns for Drill," or by other such drills devised by the teacher. It is important that no more than one major change be involved in each unit and that the changes be consistent throughout the exercise. A sufficient amount of content should be provided in the given form; the resulting change should represent only the desired variation.

- **In repetition drills, only listen-repeat is necessary.**
- **The checking of forms already prepared by students may involve only listen-repeat, or listen-repeat-listen.**
- **In other drills, changes in form involve listen-change-listen-repeat.**

In most cases, it is wise to have pupils listen to the whole drill a second or even a third time.

Vocabulary and Idiom. In all cases, vocabulary and idiom should be presented functionally and in context in the language laboratory as well as in regular classroom procedures.

If new vocabulary or idiom is presented, the sequence on the tape will vary with the type of drill. In repetition drills, only listen-repeat is necessary. In drills where vocabulary or idioms must be changed or supplied, the sequence should be listen, change-or-add, listen, repeat.

Aural Comprehension. Aural comprehension of dialogs, anecdotes, and short stories, without the printed text, should be developed. The language laboratory is effective in developing this skill. As many repetitions as possible should be given pupils. Comprehension of the material should be checked by the teacher.

Reading

Introduction

The ability to read the foreign language with comprehension and enjoyment and without recourse to translation into English is the aim of teaching reading as a communication skill. As soon as the audio-lingual foundation has been laid, reading should be begun. Details on the introduction of reading after the prereading phase are given in the section entitled "Transition to the Written Word," page 82.

Reading may be basic or supplementary to the learning situation. It may be undertaken for information, for study, for pleasure and for appreciation. In all cases, the reading should provide satisfactions to the learner. It should therefore be properly graded and taught so that a sufficient amount of facility in comprehension is achieved. Strong motivation and appeal to permanent interests will assist pupils in their pursuing reading with greatest effectiveness.

Types of Reading. Reading may be intensive, extensive or supplementary. It may also be oral or silent. The term intensive reading implies that the reading is controlled and under the guidance of the teacher. It does not necessarily imply a slow, detailed analysis of the text, but it does involve comprehension of the content and the examination and study of its new words and structures. Extensive reading denotes independent reading of a greater quantity of material, but it should be remembered that reading in a foreign language will in itself curtail the amount in comparison to the quantity of such reading in one's native language. Extensive reading in the foreign language aims primarily at rapid comprehension of the content and generally avoids detailed study in any form.

Emphasis should be placed on intensive reading in the beginning years but should be decreased gradually as the pupil progresses to upper levels. Extensive reading should be introduced only after the pupil has acquired facility in reading simple texts. However, some sightreading may be practiced even in the early years when the teacher considers it appropriate and difficulties are removed beforehand. In the upper grades the quantity of extensive reading should be augmented so that pupils may increase their skill in reading, read independently and cover more ground.

The content of the reading material at all levels should be authentic linguistically and culturally. Selection of the material should be guided by the relative ability of the pupil. It should be neither too difficult nor too easy.

Reading supplementary to intensive and extensive reading should be an integral part of the foreign language course. It should be designed to enrich pupils' knowledge of the foreign country and inspire them to read in the foreign language on their own.

Selection of Reading Materials. Reading material should be chosen with regard to its suitability at various levels of learning. The material should be generally appealing to the interests of secondary school pupils and adapted to their reading ability and maturity in the various grades, relative to the different types of reading as described above. Suggestions for materials suitable for pupils are given in the section entitled "Suggested Reading Program."

It is recommended that the publications be pleasing to the eye. They should be attractively and firmly bound, clearly printed, well-edited and effectively illustrated in order to arouse the pupil's interest and invite him to read. They should furnish the necessary vocabulary and a variety of effective exercises for the mastery of the reading.

The most fruitful period of nurturing individual reading habits is in the adolescent years. The good teacher can extend the scope of his pupils' interests, add variety to their tastes and increase the range of their intellectual resources. It is the responsibility of the foreign language department to provide an adequate collection of reading materials. For extensive and supplementary reading, collaboration with the school librarian, and the setting up of classroom libraries, can facilitate and lighten the task of the teacher.

Teaching Reading

Intensive Reading

Intensive reading is intended to develop the ability to understand the written language without the intermediary of English. It serves to build an active as well as a recognitional vocabulary. The reading material may be used not only as a basis for oral discussion, but also to develop appreciation of language patterns and style.

In the early years, intensive reading should be undertaken in class under the direction of the teacher. During these years, emphasis should be placed on oral presentation. It is suggested that pupils read aloud in order to facilitate the association of the spoken word with the written symbol. Choral reading after the teacher's model helps develop this skill. If properly done, reading aloud helps to improve pronunciation, intonation and fluency. Through this reading additional vocabulary and structural patterns may be learned.

Since the procedures in intensive reading should be adjusted to the pupils' progress as they continue their study of the foreign language, suggestions for the presentation of material during different stages of development will be outlined.

Transition to the Written Word. After the audio-lingual foundation has been laid, the activity of reading may be undertaken. The content used audio-lingually must now be presented visually. Caution must be exercised in the transfer from the prereading phase to the introduction of reading material, since it is at this point that pupils will first see written symbols and associate them with their sounds. (NOTE: If typewritten materials are used and if a typewriter with special type is not available, *ä*, ö and *ü* may be typed as *ae*, *oe* and *ue*, especially in the case of capital letters. Newspapers and magazines also sometimes employ this orthography. Likewise, in beginning classes, the symbol for *sz* (β) may be written as *ss*.)

1. If the content mastered audio-lingually is in the form of a dialog whose utterances are in a predetermined order, the following steps are recommended to initiate reading:

a. **Pupils repeat the dialog orally several times just before the printed text of the same content is given to them.**

b. **They repeat the dialogs orally several times with the written text before them, associating the oral with the written form. It is important that this imposition of the oral on the written word be done in a manner that is *casual* and not analytical.**

c. **Pupils may then repeat the dialog to themselves (silently) as they follow the printed text. This silent "reading" should be done a sufficient number of times in class or as homework so that pupils become thoroughly familiar with it.**

2. If the material pupils have learned audio-lingually has been in the form of a variety of expressions (not in any predetermined order), the reading should first be composed of these identical patterns or expressions. In this case, the content, exactly as it will appear in its written form, should be presented as follows:

(NOTE: The oral pattern in steps *a*, *b* and *c* might be given either by the teacher or by a voice on tape.)

a. **The teacher reads orally while the pupils listen but do not look at any printed material.**

b. **The teacher repeats the oral reading while the pupils now follow silently the printed text.**

c. **The teacher repeats the oral reading of the same text, but in short phrases and with pauses; the pupils repeat each phrase in chorus while reading from the text.**

d. **The teacher and pupils read together the entire selection chorally without pauses.**

e. **As pupils demonstrate proficiency, they may read aloud individually.**

3. When pupils first start to read recombinations of patterns learned audio-lingually, the above steps are also recommended.

As Pupils Progress. As pupils advance in the course, the procedures for intensive reading will change.

- **Oral presentation by the teacher will decrease. The passage or story may be read through only once by the teacher or tape, with choral repetition reserved for certain sections only. Pupils may read aloud individually sections which they have heard only once, or, where there is little danger of mispronunciation, after they have read the passage silently.**
- **Because pupils will increasingly encounter material which they have not experienced audio-lingually, an elimination of difficulties prior to the reading will be necessary.**
- **Drill and application of this new material to fix content and check comprehension will increase.**

The Intensive Reading Lesson. In conducting the intensive reading lesson during the major part of the course, the following procedures are suggested. These may be used in whole or in part, depending on the nature of the selection and on the level of learning of the pupils. In all cases, the teacher must encourage the pupil to concentrate on thought groups and phrases and guard him against deciphering meanings word by word. It is advisable and desirable that there be a minimum use of English in any phase of the reading lesson.

1. ***The reading selection should be:***

- **Prepared in class before it is assigned for homework. The assignment should include a rereading of the selection at home.**
- **Motivated, preferably in reference to pupils' interests and experience. If the selection is part of a longer story, the connection with previous reading should be made.**
- **Divided into suitable learning units, preferably three or four.**
- **Summarized at the end of the period.**

2. ***Each learning unit should be:***

- **Motivated briefly by a leading question or a statement paraphrasing the content.**
- **Prepared for reading by the elimination of difficulties which might hinder comprehension. The meanings of new words or expressions should be elicited from pupils and supplemented by the teacher through:**
  - **Gesture**
  - **Chalk drawings**
  - **Paraphrasing**
  - **Definitions**
  - **Word study (word families, cognates, synonyms, antonyms)**
- **Read in one of the following ways:**
  - **Orally by the teacher, with pupils' books closed**
  - **Orally by the teacher with pupils following the text**
  - **Orally, first by the teacher, then by pupils in choral repetition**
  - **Silently by pupils (The silent reading might be followed by pupils' oral reading, individually or in roles.)**

- **Checked for comprehension by the teacher through questions and answers, completion questions, multiple-choice questions, true-false statements or summaries**
- **Summarized briefly in one or two statements**

Suggestions for Development of Each of These Phases

Motivation. In motivating interest in the selection or the learning unit, the teacher should take every opportunity to provide enrichment through his own personal experience, allusions in the text to cultural references, attention to the theme or moral to be drawn from the story, and the relationship of the story content, theme or setting to pupils' experiences or needs.

Eliminations of difficulties. New words and expressions may be written on the blackboard with their synonyms, antonyms or related words. Inference from the context should be encouraged by the teacher's presentation of his questions to the class in eliciting meanings.

Silent reading. A time limit of several minutes may be given pupils to discourage dawdling. This time limit, however, need not be adhered to strictly. Pupils may be told to look up when they have finished reading, or to start to write answers to exercises in the text.

Pupils should be told not to look up words in the end-of-the-book vocabulary for meanings, but to try to infer them from the text and recognize word families.

Comprehension check. Checking comprehension includes drill and application of new words and expressions. Question-and-answer practice after each unit helps to fix foreign language content in pupils' minds and crystallize salient features of the story as it progresses. After each unit, several questions in such forms as completion, multiple choice or true-false statements, or direct questions on the content might be given pupils on index cards with directions to write the answers on the blackboard in the foreign language. The sum total of these questions might form a summary of the entire reading selection of the day.

Questions of a personalized nature, using the language content of the reading, might be introduced wherever feasible to help develop conversational ability.

Summaries. A summary of the entire selection may be made by means of

- **A review of the blackboard work as described above**
- **Pupils' answers to key questions, each of which summarizes one of the learning units**
- **Pupils' summaries in the foreign language**
- **Pupils' brief summaries in English**
- **English equivalencies of key statements which comprise a summary**
- **A dictation of a summary of the passage**

The Assignment. In addition to a rereading of the passage, the assignment should provide review of the new vocabulary and idioms in exercises which emphasize functional use of the foreign language content. Exercises involving word study, synonyms, antonyms, word families, true-false statements, completion and multiple choice questions may also be included.

Advanced Courses. In the advanced courses, intensive reading will be more and more limited to passages selected for special interest or for the importance of their linguistic or story content. The passages chosen might represent selections containing key vocabulary, idioms or characteristic structures, content of literary value or both. Learning units are longer; pupils may summarize rapidly; questions are broader and include references to character, story and plot, as well as new language patterns. Translations into good English style are permissible beginning with the fourth level. Pupils may be given passages to prepare intensively without exhaustive intensive practice in class.

Tests. Evaluation of pupils' achievement in reading should be frequent and regular. Tests should include the mastery of the foreign language content learned through the reading as well as the grasp of the salient points of the story. Suggestions for question types are given in the chapter entitled "Evaluation."

Extensive Reading

Silent Reading. Although reading aloud becomes an important part of the pupils' practice period either in the laboratory or in the classroom, it must be remembered that silent reading is the form of reading most prevalent and useful to the individual. Silent reading is introduced and developed in the intensive reading lesson, as described above. It might be extended first to the silent reading of some of the passages of the regular text which need less preparation by the teacher and then to the reading of other books and materials.

Purposes. Extensive reading has as its principal purpose the rapid comprehension of material for the increase of reading skill as well as the acquisition of an increased passive vocabulary. The amount of material read in this fashion is augmented as pupils advance. As pupils' reading power increases, their enjoyment also increases, provided the material chosen is of interest and value.

Types of Material. In general, extensive reading should be based on a wide range of material containing elements for enrichment in literary and cultural backgrounds. The material chosen may be read in class or independently by pupils. It might be fiction or nonfiction. Periodicals and newspapers may be used. In all cases the comprehensibility of the material should be consistent with the pupils' linguistic achievement and intellectual maturity.

Procedures. Although extensive reading implies independence in this activity, the teacher should train the student in the art of reading rapidly for comprehension. Before such practice begins the teacher may:

- **Motivate the story, giving a brief explanatory statement**
- **Explain the new words or difficult phrases needed for understanding the main point**
- **Present a list of questions to the students as a guide for their reading**
- **Announce in advance that an oral or written summary will be required**
- **Have students formulate questions on the content after they have been trained in these techniques**

Immediately after the selection has been read the teacher may check the pupils' comprehension of the content.

When pupils are to select their own material for extensive reading, it is recommended that a specially selected reading list be posted in the classroom and in the school library. Pupils should be counseled individually by the teacher in regard to their choice of reading matter. Careful consideration should be given to the pupil's interests and abilities. Each pupil should be expected to assume responsibility for the reading assignments. To insure the completion of his task and to check his comprehension of the content, oral or written reports or answers to key questions may be requested.

Supplementary Reading

Purposes. Supplementary reading not only enriches pupils' concepts of the foreign country, its people, their ways and achievements, but also stimulates them to pursue their interest in reading in the foreign language.

The reading of suitable supplementary materials should be required in the course of study for each grade.

Materials. In the beginning years, especially when the audio-lingual foundation is being laid, supplementary reading may be done in English. As pupils progress, they should be guided into reading an increasing amount of material in the foreign language. Whether in English or in the foreign language, the outside reading should permit individual choice in the selection of reading matter and may encompass fiction or nonfiction, including information on travel, sports, customs, biography, history, science or other areas of knowledge. Correlation with other curriculum areas is recommended.

Supplementary reading in the foreign language may be begun as soon as pupils are able to read on their own and where suitable reading materials are available. This reading should be, in general, simpler in language content than intensive or extensive reading, since the aim of supplementary reading should be to increase the pupil's enjoyment and give him a sense of power in independent reading. Even in the beginning years, pupils enjoy reading simple texts on their own. As they progress they might read adaptations of literary works, newspaper and magazine articles or selections from varied printed materials. A wide choice is essential to conform to pupils' varied interests. Where books are suggested, school editions containing helpful aids to comprehension are suitable; foreign materials in simple language are also suitable, particularly if illustrated, like *Max and Moritz* or *Struwwelpeter.*

Encouraging and Checking Supplementary Reading. Teachers should encourage supplementary reading by giving pupils extra credit for books or articles read in addition to those required. A record might be kept of pupils' reading. Oral or written reports might be made on the material read.

Suggested Reading Program, Grades 7 through 12

Grade 7

When

Reading should be introduced only after basic speech patterns and vocabulary have been practiced and orally mastered. The time of transition depends upon the pupils' reaction to oral work and on their reading readiness.

What

Reading material at the beginning should consist of the identical speech patterns and vocabulary already learned orally. In the latter part of the first year, reading material may be obtained also from other sources such as simple forms of verse or prose chosen from a book or periodical. Selection must be carefully made, taking into consideration relative ease of comprehension and the pupils' possible interest in the subject matter. The material must be authentic, both linguistically and culturally.

How

Oral presentation of material must continue to precede oral or silent reading during the entire initial year. This procedure is especially important if the reading is not based specifically on speech patterns and vocabulary already mastered.

At first, reading aloud should precede silent reading. It might be done in chorus and in groups varying from the larger to the smaller number. Reading may be introduced gradually by compiling copies of learned sentences or dialog in some printed form for distribution to the class. This material should first be presented in the manner described earlier in this chapter under "Transition to the Written Word." It might then serve as a memory aid to the seventh grade or older pupil who may desire some written form of the material he is practicing and learning orally. His own attempt to reproduce the words might result in erroneous spelling.

Poetry at this level should be read orally. Short and simple poems can serve in the practice of pronunciation, intonation and rhythm. The pupils should hear poetry read by a native speaker through recordings or in person, if possible. Such readings could add variety and stimulus to the practice of both the oral and reading skills. Poems, songs and dialogs are memorized.

Grade 8

When

In the early part of grade 8 the reading programs should be patterned on the seventh grade plan. In the second term reading which has not been prepared orally in class may be assigned.

What

The material should consist of a selection of stories, anecdotes, playlets and conversations in addition to the memorized dialogs. Suitable for this age level are reading selections including cultural references, references to daily living, and narrations of general interest.

The material should be increasingly more difficult in vocabulary, structure and content. However, care must be taken that the pace of the class does not become slow and labored due to the overcomplexity of the text. The readiness of the pupil and his knowledge of the language should act as guides in the selection. Reading material should be linguistically authentic; the reading of simple verse should be continued. In the second term pupils may begin to read material which exceeds the structures learned in class.

How

During the second half of the eighth grade, the teacher may begin gradually to decrease the amount of oral presentation of the lesson as preliminary preparation. The steps outlined previously for the intensive reading lesson might be followed. At this stage the pupil should be required to do more silent reading. The passages chosen should be short.

Grade 9

In the ninth grade the teacher should bear in mind that the age level of this group does not coincide with that of the former third year of foreign language study. Consideration should be given also to the greater proportion of time and emphasis placed on the audio-lingual phase during the seventh and eighth grades. Therefore, to encourage and maintain interest, the materials selected should be within the capacity of the grade level and short enough to be completed within reasonable time. Reading content may include cultural background material and literary selections such as short stories and plays of moderate length.

In this grade the pupil should become aware that the development of the reading skill may also provide a source of pleasure and enjoyment through extensive and supplementary reading in the foreign language.

As in previous levels, the oral reading of short, easy poems might be continued. Memorization of some selections may be enjoyed by a few and may give them a sense of satisfaction.

There should be copies of foreign language dictionaries and of a few reference books in the classroom and in the school library. Pupils should be instructed in their use and required to refer to them when necessary.

Events, ideas and content of the material should be retold, developed and discussed in the foreign language by as many pupils as possible through wide pupil participation in class. The vocabulary and structures in the reading should be drilled. Each new assignment should add to the development of the content, whether it be a story, a play or informational material. Comprehension of the content without reference to English is of prime importance. Formal translation must be avoided. The new language and the pupil's native tongue should not be used interchangeably.

Grade 10

At this point, more emphasis will be placed on reading than in the previous three years. In general, the program and procedures for intensive reading are not very different from those in the ninth grade. The amount of reading at home is increased. The material is at a higher level and the tempo more rapid. It should insure a gradual increase in structure and vocabulary and provide for the development of power through a variety of approaches which emphasize the grasp of content in the foreign language.

Literary works and suitable selections on different subjects, such as geography, history and science serve as a basis for class discussion in the foreign language. Contemporary works, if they are not too difficult for the pupil, may be selected; a simple history of Austria, Germany and Switzerland or a book emphasizing various features of these nations may be included. A foundation in linguistic content is laid in this year for the more extended reading to be done in the last two years of the six-year sequence. Extensive reading is assigned from a choice of books, preferably in different literary forms, on a level slightly simpler than that of the intensive reading, to gain facility, deepen and extend linguistic learnings and broaden cultural backgrounds.

There should be copies of well-illustrated foreign periodicals in the classroom and in the school library. The teacher should introduce them to the pupils and use them for oral or silent reading and as a basis for oral discussion. Selections from these periodicals should form an integral part of the reading program. The selections should be short, sufficiently comprehensible for enjoyment and sufficiently challenging to advance reading power. News, features, advertisements, anecdotes, reviews and editorials (in simple-enough language) may be read intensively or extensively. The reading of these materials, or others selected by the teacher, might comprise the supplementary reading of the grade.

Grade 11

A sampling of literary material of recognized value as well as materials on different subjects, such as science, art, music and politics should be carefully selected for grade 11.

In addition to short stories and plays, short novels may now be introduced. The selection in grade 11 should be made with a view to the reading to be done in grade 12 as well as to the level of learning of the class. While the material should be more challenging and progressively more difficult, it should not go far beyond the pupils' achievement and capacity. Consideration might be given to the choice of several literary works, preferably in different literary forms, which represent different periods in literary history. The length of each work and the number selected must, of course, be affected by the amount of activity in other areas of the course. The teacher might remember, however, that in this grade the reading may be used as a basis for much of the audio-lingual and writing activity. In selecting reading materials, the continued broadening of general background must be added to the factors of relative comprehensibility, intrinsic worth and the advancement of reading power.

Intensive reading at this level should take into consideration not only vocabulary and structure but also analysis of the content, its development, characters and milieu. Biographical data concerning the author and geographical and social factors may be included. Oral discussion, dramatization and paraphrasing in the foreign language can be based upon the content.

Extensive reading is assigned to broaden literary and cultural experiences and may be correlated with topics for oral reports. The reading of literature should be supplemented by reading experiences with authentic materials from the foreign country in the form of articles from foreign periodicals or selections from books on different areas of German civilization. Extended from grade 10, these activities may also be correlated with the topics such as those suggested in the chapter entitled "Audio-Lingual Experiences." Supplementary reading is also assigned to broaden experience.

Grade 12

The reading program in the final year of the six-year sequence aims to develop proficiency in reading literature and civilization materials. A greater number of works than those of grade 11, representing a wider selection from different periods of literary history, may be read. Consideration should be given to the inclusion of at least two works of contemporary literature. Effort should be made to select works in different forms, such as poetry, history, plays, letters, biographies, essays and short stories which represent the salient achievement of a period. A number of these works may be chosen for intensive reading; others, less difficult, for extensive reading. The total number of works will depend on the ability of the class and the lengths of the selections chosen.

The works might be selected to reveal the social situations, customs and ways of life particular to the period. The contemporary literature might provide insights into the behavior patterns or basic social and philosophical problems of contemporary German-speaking people.

The literature is studied more intensively than in grade 11. Attention is paid to literary style, the author's life and his place in literature, the theme, the psychology of the characters and the author's purpose and philosophy. The reading of single passages may be done closely, with a view to analyzing and appreciating literary form and style. Attention will be given to the selection of words, the use of figures of speech, the effects of phrasing and the organization of thought.

Civilization material for extensive or supplementary reading may include books on art, music, science, politics, general information and history. Pupils should be encouraged to develop their own projects, under the guidance of the teacher, in special fields of interest to them. The teacher may assist the pupil to concentrate on developing a firm knowledge of the foreign language in at least one or two fields on which the student can both read and speak with proficiency. (See "Suggested Content and Topics for Audio-Lingual Experiences.")

Suggested Reading Program, Grades 9 through 12

Grade 9

The introduction of reading should take place after audio-lingual presentation and mastery of basic patterns have been achieved. The transition to reading from the completely audio-lingual phase occurs when pupils show a readiness to read or when the teacher otherwise deems it advisable to begin the reading. (See "Transition to the Written Word" under the section "Teaching Reading.")

After the transition and for some time following it, only the identical speech patterns pupils have learned audio-lingually should be presented for reading. Pupils may later be given recombinations of the patterns audio-lingually experienced in the form of short anecdotes and stories. During the second semester, they may read material which they have not experienced audio-lingually. At first the material should be easily comprehensible through association with already known forms, yet linguistically and culturally authentic. Toward the end of the first year, the reading increases in difficulty, but still is not labored. Where reading is assigned for homework, the danger of mispronunciations and the use of the end-of-the-book vocabulary should be minimized by thorough preparation in class. Reading without translation should be the aim. Selections should be short and should comprise stories, descriptions or conversations, preferably with cultural references, emphasizing similarities between the foreign culture and our own.

Poems read orally in class may be assigned for memorization.

Oral reading in class by teacher and pupils or teacher (or tape) alone should characterize the reading during the major part of the first year. The teacher's oral presentation gradually decreases during the second half of the year.

Grade 10

The reading program in grade 10 assumes a greater importance than it did in grade 9.

Consideration must be given to the amount of time spent in grade 9 and in grade 10 in developing audio-lingual skills. The material selected, therefore, should be commensurate with linguistic development. While most structures require audio-lingual presentation or practice at this level, pupils' reading may begin to extend beyond the structures learned in class.

These relatively mature pupils should be given reading materials which hold their interest as well as develop their reading skills. The selections should be reasonably short, within the level of learning and authentic in expression. Short stories and anecdotes with cultural backgrounds, plays of moderate length or adaptations in authentic German of famous works in the form of graded readers, usually develop interest in the country and maintain an interest in the story. Care should be taken not to select reading materials that present great difficulties in comprehension. As in the entire reading program, the grasp of the content without translation into English should be the aim.

Homework assignments on the reading should be made with a view to developing skills in comprehension, the building of vocabulary and the simple manipulation of structures. Answering questions on the content, exercises involving word families, synonyms and antonyms, completion questions, true-false statements or matching items provide vocabulary drill and exercises in expression.

The material is discussed, developed or reviewed audio-lingually in class.

Poems of simple construction may be read orally and memorized.

Pupils should begin to utilize foreign materials, such as newspapers and magazines. They may own foreign language dictionaries in which the meanings of German words are given in simple German. (For titles and sources, see "Teachers' Bibliography.")

Grade 11

In the third year, the emphasis on reading increases. Literary works of recognized merit, which insure a gradual increase in vocabulary and structure and which are of interest to pupils, and a sampling of materials on different subjects such as geography, history, science and customs, provide the basis for most of the class discussion.

The techniques for intensive reading follow the general plan of grade 10, but more responsibility is placed on pupils for mastery of the material. Works suitable for this level might be chosen from among many types, such as collections of short stories, short novels, plays, essays, biography, history and poetry. Where a variety of types can be chosen without sacrificing progressive development in the acquisition of linguistic content, it is suggested that several forms of works be selected.

Experience in listening to recordings of the material made by native speakers enhances the appreciation of the literature and lays a basis for increased audio-lingual and aural development.

The study of literary works is supplemented by experiences with a variety of reading types from foreign newspapers, magazines and pamphlets. Careful choice of this material for comprehensibility and interest should be made. Selections should contain useful vocabulary and provide for enjoyment as well as increase in reading power. Current events, sports and theater news, advertisements, features, editorials in simple language, short stories and anecdotes, magazine articles on different phases of contemporary life may be selected (homemaking, travel, sports, moving pictures, biography and government). Class discussion or oral reports may follow the reading, and may be correlated with audio-lingual experiences such as those suggested in the chapter "Audio-Lingual Experiences."

The reading on this level increases in tempo. It is intensive, extensive and supplementary. Extensive reading increases; supplementary reading is required in German. The use of short German dictionaries which give German equivalents is extended.

Grade 12

In the final year of the four-year sequence, the reading is the most important component of the course and provides the basis for most of the audio-lingual activity.

A two-pronged emphasis, one on literature and one on other aspects of the civilization, is recommended.

Several literary works, each representing an important period of literary history, are selected. Among them should be at least one work of contemporary literature. (See list of contemporary authors below.) The number of works chosen will depend on the length of the individual selections and on the ability of the class. The study of literature includes some emphasis on style, setting and character development, as well as biographical data concerning the author and his place in the literary scene. The work is placed in its historical context by the study of its social and cultural background.

The reading of literature may be both intensive and extensive. If suitable materials are available, some reading may be supplementary. Teachers will assist pupils in obtaining an overview of the salient works of German literature by reading assignments and class discussion. Reference may be made to a history of German literature.

The study of literature is supplemented by reading experiences with authentic materials on various aspects of the civilization. Extended from grade 11, this part of the program now includes more varied selections of increased length and difficulty. The materials may be in the form of articles from periodicals or selections from books on special subjects such as art, science, music, geography, economic geography, customs, and history. The reading may be intensive, extensive or supplementary, and may be utilized for individual projects. It may be correlated with the topics for oral reports previously suggested for audio-lingual experiences.

Contemporary German Authors

The following list of authors is representative of the German writers of today. It is thought that suitable selections from the works of these authors will help the pupils to gain some insight into the ways and lives of contemporary Germans. Many of these authors are well known in more than one classification, but have been listed under one only.

Romane von:

Ilse Aichinger, Heinrich Böll, Hans Carossa, Hans Fallada, Gerd Gaiser, Kurt Guggenheim, Gerhart Hauptmann, Hermann Hesse, Paul Ilg, Ernst Jünger, Franz Kafka, Karl Kraus, Elisabeth Langgässer, Else Lasker-Schuler, Thomas Mann, Theodor Plivier, Gertrud von Le Fort, Ernst Wiechert, Franz Werfel.

Novellen von:

Richard Billinger, Wolfgang Borchert, Werner Bergengrün, Meinrad Inglin, Erich Kästner, Frido Lampe, Carl Zuckmayer, Stefan Zweig.

Dramen von:

Berthold Brecht, Ferdinand Bruckner, Friedrich Duerrenmatt, Paul Ernst, Max Frisch, Hans Henny Jahnn, Hugo von Hofmannsthal, Gunther Weissenborn, Carl Zuckmayer.

Essays von:

Gottfried Benn, Erhart Kästner, Karl Kraus, Gerhard Nevel.

Lyrik von:

Paul Adolf Brenner, Günter Eich, Max Geilinger, Rudolf Hagelstange, Hans Egon Holthusen, Christine Lavant, Rainer Maria Rilke, Georg Trakl, Josef Weinheber.

Hörspiele von:

Günter Eich, Erwin Wickert.

Tagebücher von:

Oskar Loerke, Robert Musil.

Writing

Teaching Writing

Writing in the foreign language without resorting to translation from the English is the main objective of the fourth skill. The writing is based primarily on what pupils can say.

Although writing has a lesser role in the audio-lingual approach to foreign language study, it is important in reinforcing audio-lingual learnings, in fixing expression and vocabulary learned through reading, and in giving pupils an opportunity for written self-expression. Also, it is through writing that the pupil better observes the intricacies of the language and eventually arrives at a certain degree of accuracy.

Broadly speaking, two levels of written expression may be distinguished. The one follows a model and is guided or imitative. The other, the expression of an individuality, is free and creative.

Writing may be initiated soon after the pupil has been introduced to reading. It is imperative that good habits of writing a foreign language accurately be established from the very start, and that these habits eventually become automatic.

In the early stages, imitative writing should be emphasized. The pupil should practice writing by copying the identical material which he has mastered during the phases of hearing, understanding, speaking and reading. Practice in copying exactly a few sentences in authentic language helps the pupil to learn the correct written form and minimizes the possibility of error. Meaningful word-groups and not single words should be practiced. The exercise of copying avoids recourse to English and keeps the pupil within the sphere of the foreign language.

Dictation

Dictation is a valuable exercise in the development of the writing skill. As in copying, the use of English is avoided when the foreign language is practiced directly. Dictation involves several aspects of foreign language learning. Among these are:

- **Listening purposefully**
- **Differentiating sounds**
- **Distinguishing words and speech groups**
- **Understanding meaning**
- **Recognizing forms**
- **Observing language structure**
- **Knowing how to spell**
- **Understanding the proper use of hyphens, apostrophes and separation of syllables**
- **Using proper punctuation and capitalization**

It is evident that taking dictation is an exercise in synthesis. Therefore, teachers are advised to:

- **Base dictation upon material familiar to the student**
- **Plan for frequent short dictations, rather than lengthy ones at longer intervals**

To be effective, dictation should follow a definite plan known to the class. In general the procedure used includes the following steps:

1. Send a capable pupil to the blackboard, preferably at the rear of the room. He takes the dictation at the board while his classmates write at their seats.
2. Motivate the interest by a few introductory remarks in the foreign language or in English.
3. Read the selection at normal speed. The pupils listen, but they do not write.
4. Read the selection a second time at a somewhat slower tempo. Pause after each thought group within the sentence, as follows:

   Marias Mutter/ hat in ihrem Garten/ hinter dem Haus/ viele Blumen/ angeplanzt.

   At this point some teachers require the pupils to repeat the phrases in chorus after the teacher, and then to write them. This device, used primarily in the early stages of foreign language study, helps to fix the pupils' attention on what they hear and stimulates them to concentrate on the meaning of the German words which they have just heard.
5. Read the whole selection again at normal speed.
6. Allow pupils enough time to read and think about what they have written and to make any changes they deem necessary.

Punctuation is given in German. It is omitted in the first reading when emphasis is upon total meaning and pupils are listening, not writing. However, the punctuation marks are given as they occur in steps 4 and 5.

At first, dictation should be limited to simple material which has been studied and practiced previously.

The teacher may dictate short classroom expressions, gradually extend the dictation exercise to a short paragraph and then to two paragraphs chosen from a textbook or reader. New words and expressions which have already been learned audio-lingually and visually may be introduced little by little.

The teacher can base the dictation exercises on different types of materials which may be drawn from many sources such as:

- **A paragraph containing vocabulary, idioms, expressions and structural points recently learned**
- **A passage in the basic textbook**
- **A dialog that has been studied**
- **A popular anecdote**
- **A composition topic**
- **A model letter**
- **An event in the news**
- **An item in the cultural material**

The immediate correction of dictation in the classroom, while the interest is still fresh, is in itself a good teaching technique. It is also easier and more effective for the class if one pupil has written the dictation on the board, thereby providing the class with a working model for comment and corrections.

Dictation papers may be exchanged, or each pupil may correct his own. The following steps are suggested:

1. **The teacher or pupil calls for correction of the board work, sentence by sentence.**
2. **Pupils point out errors and offer the corrections.**
3. **Errors are erased.**
4. **The corrections are inserted.**

At times the teacher may call the attention of the class to an underlying principle or basic rule involved in making a correction.

For example: The dative and accusative masculine endings of *der* and *ein* words may be easily misunderstood; *ist* and *isst* are pronounced alike and have different meanings; the subject pronoun *wir* generally will have a verb ending in — *(e)n.*

Writing from Aural Comprehension. Writing from aural comprehension may take several forms.

Type 1: After an introductory comment, a short passage containing expressions with which pupils are familiar audio-lingually and visually is read twice at normal speed. Several questions are asked on the passage;

each question is read twice. After each question, pupils write the answer. The passage and questions are then read once again for checking by pupils.

The correction of answers will be facilitated by sending a capable pupil to the blackboard to write his answers. These will serve as a model for the class.

Type 2: A passage based on material audio-lingually and visually experienced is read twice in the foreign language. Incomplete statements are made on the content. Pupils write answers in the foreign language completing the statements read by the teacher.

Example: (*excerpt*) *Hans ist sehr traurig, da er seinen Fussball verloren hat.*

Question: Hans ist sehr traurig, ...

Answer: da er seinen Fussball verloren hat.

Type 3: A passage based on material which pupils have experienced audio-lingually and visually is read twice in the foreign language. Pupils write a restatement of the passage in their own words or in another person or tense. (For an example of this type of question, see the chapter entitled "Evaluation.")

Guided Writing. In guided writing, pupils may write:

- Exercises involving drill patterns reviewed in class. These exercises should be contextually and structurally oriented so that grammatical analysis and dissection are minimized.

  Example: Die Kreide ist in dem Kasten.
  .... Buch ist auf dem Tisch.
  .... Radiergummi ist in der Schublade.
  .... Hefte sind in der Aktentasche.

(Other examples may be found in the chapter entitled "Patterns for Drill.")

- Answers to a series of questions carefully formulated and organized in advance to include speech patterns which will provide a basis for the answers. (See "Patterned Response Drills," page 30.)

  Examples: Trinken Sie lieber Tee oder Kaffee?
  Hat jemand den Robert gesehen?
  Womit schreiben wir?
- Completions of sentences to reproduce a story read in class, utilizing structures and vocabulary emphasized in class procedures.

Answers to Dialog Questions. Questions chosen directly from the dialogs pupils have learned and have read may be asked orally and written answers required.

Example: (oral) Was essen Sie zu Mittag?

Answer: (written) Ich esse ein Butterbrot und Kuchen.

Controlled Writing. Pupils progress from closely guided writing to controlled writing. They may:

- Change a story from one tense to another, from one person to another
- Change the form of a story from dialog to narrative, from narrative to dialog, dialog to letter, and other forms

- **Rewrite sentences to vary the sentence structure**
- **Summarize, utilizing the expressions of a given passage**
- **Write in the foreign language equivalencies of English sentences (as in directed dialog) such as "Tell me what time it is;" "Tell your friend Louise that you have just arrived in Berlin."**

Controlled Composition. Controlled composition is controlled writing in which the controls are gradually lessened. Pupils may:

- **Summarize passages using their own words**
- **Follow the general pattern of a model composition, altering it to fit their personal situation**
- **Answer general questions or be given topic sentences, each of which is used to develop a paragraph**
- **Write short letters to a real or imaginary correspondent, or articles for the school newspaper, with guidelines provided by the teacher**

Directed Composition. A series of directions may be given in English or in the foreign language to comprise a connected passage or letter. If directions are given in English, the direction is followed by the writing of equivalencies in the foreign language. Directions given in English or in the foreign language may be oral or written.

The foreign language content will have been familiar audio-lingually and visually previous to the time of writing the composition.

Example: Write a letter to your friend Karl. Ask him how he is feeling. Tell him that you are going to spend your vacation in Switzerland. Ask him if he has ever visited Basel and Zürich.

From Controlled to Free Composition. Gradually, the pupils may be allowed to progress to such forms as dramatizations, personal narratives, descriptions, reports and letters. Full freedom in writing original and individual compositions should be given when the pupil gives evidence of being able to express himself accurately and effectively in the foreign language.

Free composition has been described as the original, independent and free manipulation of language. For the pupil of foreign language, written composition requires a stock of words and idioms and a mastery of the tools of writing: spelling, grammar and language patterns. Obviously the quality of a composition also is influenced in no small measure by the pupil's ability to organize thoughts, to formulate ideas and to draw upon his imaginative powers.

In free composition the dictionary should be used to verify, not to fill in, translated words. The pupil should be encouraged to think only what he has learned to say, until considerable facility has been achieved.

Composition as Evaluation. Composition gives the teacher a very definite picture of the pupil's progress. A composition serves as an excellent check on just what the pupil has assimilated in language learnings. By choosing carefully a topic for a composition, the teacher may test the pupil's knowledge of vocabulary, idioms, grammar and sentence structure. The composition exercise is a means of detecting general as well as individual errors. Common errors may then be corrected in class.

Values of Composition Practice. Distinct values are obtained from composition-writing in the foreign language since:

- **Composition fixes material (forms, patterns, vocabulary, idioms) already learned and thoroughly assimilated through oral work.**
- **Composition helps to build and fix vocabulary in form and in meaning.**
- **Composition develops the pupil's ability to think in the foreign language and to write his thought directly in the language.**
- **Composition gives the pupil greater power and a feeling for the foreign language.**

Approaches. The teacher should not require original compositions in the foreign language until the pupils have been properly trained. Controlled composition should precede creative writing. Close supervision by the teacher and relentless correction of errors are absolutely necessary to obtain good results.

As the pupil becomes more proficient in the foreign language the controlled writing gives way to a more independent form of expression.

The Letter. Writing in letter form may begin from the early years of the course and continue throughout the sequences. It might begin with imitative and guided writing and progress to controlled writing, directed composition, controlled composition and free composition. The use of the letter form is recommended.

Written Correspondence. Correspondence with boys and girls in German-speaking countries should be strongly encouraged. The correspondence should be under the direction of the teacher.

The Writing Program

Developing the ability to write without reference to English is the principal aim. As described previously, to accomplish this purpose the writing is at first dependent upon material learned audio-lingually and experienced visually. The dependence on hearing, speaking and seeing identical patterns before writing them is lessened as pupils gain automatic control of patterns or combinations of patterns.

The writing program outlined below is indicated in levels rather than in grades. Level I is equated approximately with grade 9 of the four-year sequence and grades 7 and 8 of the six-year sequence. The other levels follow in order. The indication is given in levels rather than in grades to permit more rapid progress in writing for pupils of special ability. In permitting this progress, it is essential to remember the dependence of the writing skill on the other skills.

Level I — Writing is introduced shortly after the reading. In the initial stages, writing is restricted to imitative writing of patterns pupils have mastered audio-lingually. Writing activities utilized include copying of patterns, labeling of objects in the room, making picture dictionaries, copying the dialogs and conversational sequences of material learned audio-lingually and taking dictation of short passages already studied in written form. Guided writing of drill patterns involving substitutions and transformations experienced audio-lingually and visually is begun. The answering of questions whose answers are closely patterned on the questions may be begun on material that has been audio-lingually mastered.

Level II — The techniques used in level I are continued in level II. They are expanded to include more difficult forms with which pupils are audio-lingually and visually familiar. Guided writing may include answers to questions in which the structural changes are patterned after the structures of the questions, such as answers to dialog questions, answers to directed dialog questions, and writing from aural comprehension sentences based on a passage, or of single words or phrases in answer to multiple choice or completion questions. Dictation of familiar material continues. Equivalencies of English sentences are written in the foreign language.

Level III — The writing of level II continues and is expanded. The writing of dialogs pupils have memorized is practiced. Dictation of familiar patterns is replaced by dictation of recombinations of familiar patterns into new contexts. Letterwriting is part of the program. Controlled writing is begun in such ways as:

- **Rewriting sentences to vary the sentence structure**
- **Rewriting paragraphs in a different person or tense (1) from aural comprehension of simpler material (2) from visual presentation of more complex material**
- **Changing the form of writing; for example, from dialog to story; from story to letter; from narration to dialog; combining several dialogs into a story; summarizing using the expressions selected from the passage**
- **The writing in the foreign language of equivalencies of English expressions**
- **Directed composition from English or the foreign language**

Controlled composition is introduced and practiced.

Level IV — The controlled composition of level III advances to free composition. Controls are gradually lessened as pupils demonstrate ability. Summaries are written in pupils' own words. Letter-writing on a variety of subjects continues as part of the program. Compositions are written on civilization and literature. Forms used only in the written language are included. Pupils write reports on their reading of literature and other civilization materials.

Levels V and VI — The writing of free composition is further developed. Summarizing, paraphrasing and note-taking in the foreign language from lecture, tape and printed material are practiced. Written drill on structural patterns arising from individual or class needs is also practiced. Choice of topics and emphasis on quality in composition are recommended.

Culture

Principles, Purposes and Guides

Culture. The term "culture" may be defined in many ways. For the purposes of this syllabus it may be called the sum total of the German-speaking people's way of life.

Contemporary life in Austria, Germany and Switzerland is naturally influenced by its past and by the development of Western civilization. For this reason the teacher of German must not neglect to point out the past contributions and experiences of the German-speaking people and nations to explain their influence on the present.

Language as Culture. Language is the purest form of culture. It is not only a means of communication but also the fabric of which thoughts are formed. The integration of language and culture must, therefore, be part of the language-learning situation.

Basic Values. In teaching the cultural patterns it is important to include not only the concrete manifestations of the civilization but also the basic beliefs and values which underlie them.

Effects on Pupil Growth. In order for culture to be assimilated by the pupils rather than learned as a list of facts pertaining to the foreign people, it should be made to live in the hearts and minds of pupils through experiences and activities of various kinds in a classroom atmosphere of delight and discovery. In this way, the facts assume meaning and are incorporated into pupils' knowledges, appreciations and attitudes from which judgments are later derived. It is recommended that community resources, dramatizations and tape-recordings be utilized.

The teacher, as the social representative of the culture, has the responsibility of initiating pupils into the new cultural patterns by creating and maintaining the German atmosphere in the classroom. In his actions he should reveal, so far as possible, the native "personality" which should be recognized as such by his pupils. By maintaining high standards in the oral and written word, by developing appreciations and by cultivating attitudes for interpersonal relations among pupils, he can instill some understanding of the basic values of the German peoples.

The Room. The German classroom should be decorated with pictures, posters, signs and other visual materials appropriate to the course. Lettering should be clear and large enough to be read from a distant point in the room. Pictures and other realia should be in good taste, reflect high standards and be artistically arranged. They should represent contemporary as well as historical features of the culture. Occasional changes should be made to bring in full view of all the pupils those realia which are related to the topic under discussion. Pupils should be encouraged to display materials which are available to them at home or which they may have collected for class.

Culture in the Foreign Language. As far as possible, the culture should be presented in the foreign language as part of the regular program of language-learning. The integration of the culture and the language is the ideal approach. The following are some opportunities to teach culture:

Allusions found in reading material
Situational topics for conversational experiences
Celebrations of holidays and anniversaries
Current events
Cultural items reported in the press or experienced via radio and television
Individual experiences as reported by pupils

While culture might be studied as a result of disparate opportunities which arise (see above) a mere mention of related facts *gelegentlich* is ineffective. Cultural topics must be carefully planned and developed to form a body of knowledge within which knowledges, attitudes and appreciations of permanent value are incorporated.

It may not always be possible to utilize the study of culture in a narrow nonlinguistic sense as a basis for the teaching of language. Since the chief objective of the course is to teach the language, the achievement of communication skill is paramount. The best procedures used to develop the skills may not always include narrowly restricted cultural content. As pupils grow, they become interested in acquiring cultural learnings in areas such as music, art, government, literature and science. Their knowledge of the foreign language is often insufficient for the purpose of obtaining information and for developing appreciation in sufficient depth and clarity. To check pupils' cultural growth because of their lack of foreign language is educationally unwise. It is suggested, therefore, that the assimilation of culture be increased by correlating topics with other curriculum areas where the pupils can use the English language as a medium for learning more about the foreign culture.

Area Information—the Ideal Program. The coordination of the visual, auditory and speaking activity in the teaching of area information is the ideal program. Language suited to the ability of pupils to understand and repeat, accompanied by pictures or slides of the foreign scene, is a good way to present area information. Some historical information might also be presented in this way. It is of vital importance, however, that the foreign language used be suited to the understanding of pupils or to carefully graded sequential learnings where new material is incorporated into the presentation. The foreign language used should not present difficulties which lead to lack of comprehension or confusion, as such presentation destroys the cultural as well as linguistic values teachers desire to achieve.

The presentation of audio-lingual material for cultural objectives cannot entirely replace the values of experiences and activities in which pupils seek out their own materials and present them to their classmates or to the school. A combination of culture learned through language as a communication skill and area information through audiovisual aids, plus individual or group activities is the preferred program.

The Cultural Content. Because an integrated approach demands flexibility in presentation, the general overview, "Topics for Cultural Content," outlined in the pages which follow, is not intended to define the sequential order of cultural topics as they are to be taught. The plan is meant to indicate the scope of topics from which individual schools might select areas to be incorporated into their courses of study as opportunities arise and as pupils' readiness is manifested. All main topics, as indicated below, are to be eventually incorporated into both four- and six-year sequences, but not all of the details given under each main topic will necessarily be covered by every class. Suggestions for topics to be emphasized in each grade are made in the chapters entitled "Summary of the Four-Year Sequence" and "Summary of the Six-Year Sequence."

Some suggestions for detail in content and presentation are given in the *Modern Language Handbook.*

The outline is based on a progression from the immediate to the more remote and from the concrete to the abstract. The design is related in a general way to the curriculum of the academic course and with the development of pupils' interests and abilities. Thus, pupils beginning German in grades 7 or 9 may correlate their study of Austria, Germany and Switzerland with their immediate environment, and with their knowledge of the American heritage as influenced by these countries. As pupils progress, teachers will select topics which correlate either with reading, audio-lingual experiences, the study of other subjects, or the current experiences, the study of other subjects, or the current interests of pupils. The topics chosen for pupils in the six-year sequence may vary from those chosen for pupils in the four-year sequence, both in the order selected and in the depth of detail in which they are developed.

The Scope for Each Sequence. The main topics outlined in Themes I and II are intended to be incorporated into the courses of study of the first three years of the four-year sequence and into the first four years of the six-year sequence. *The detail in which topics are developed will vary with pupils' interests and courses of study in individual schools. All details included in the outline below need not be covered by every class.*

It is suggested that salient names and contributions in Theme III be included in both sequences in these years as they arise from pupils' interests.

In the final year of the four-year sequence, and in the fifth year of the six-year sequence, pupils will become acquainted with detailed information on the role of the German-speaking countries in the development of civilization, as outlined in Topic I of Theme III, and they will review the information of previous years and select areas for individual research and development. It is expected that in this year, pupils will correlate their study of culture with their audio-lingual experiences in the foreign language. (See "Audio-Lingual Experiences," Level IV, beginning on page 50.) The aim at this level is to develop the ability to speak to a native of one of the three countries on several important topics of contemporary life. Compositions following upon the reports may be required.

In the sixth year, it is expected that pupils will develop the ability to speak to a native on many important topics of contemporary life, on principal topics of culture which are peculiar to the three countries and on a number of their contributions to civilization in the realms of art, science, music, literature and political science.

Correlated Topics. Topics are suggested later in this chapter for correlation with study in other areas of the curriculum. In the early years, correlations might be made effectively with courses in the social studies. In grade 7, pupils study New York State and the local community; in grade 8, United States history; in grade 9, world geography; in grade 10 or 11, world history.

Correlation with the study of English language and literature may be made throughout the grades. References to the use of German words in English and to the derivation of English words from German may be made as they occur or as special projects. As pupils study world literature, other correlations may be made. Suggestions to pupils for outside reading for book reports for English classes may be made from titles of German works of fiction or nonfiction.

For such subjects as art, science, mathematics or music, correlated units may also be developed. Where material is technical, such as in science or mathematics, some suggestions for correlation are left to the later years in order to allow for pupils' growth in knowledge sufficient for significant reporting or study.

Topics for Cultural Content

In the following listing of topics and in any other subsequent listings the use of the letters *A* for Austria, *G* for Germany, and *S* for Switzerland is indicative of the fact that credit is to be given to this particular country. The word *German* is generally used in the linguistic sense only and must be construed to mean the German-speaking people. The term *German lands* is used as an equivalent for German-speaking areas and includes Austria, Germany and the German-speaking cantons of Switzerland.

Theme I. The German Lands in the Contemporary World

I. The influence of the German lands on American culture

A. Contemporary culture

1. German products imported:
   (A.G.S.) textiles, handicrafts, chemicals
   (A.G.) china, glassware, motorcycles, cutlery
   (A.S.) sporting goods, shoes
   (G) musical instruments, toys, radios, optical instruments and cameras, automobiles, ships
   (S) watches and parts, cheese, fancy articles
   (G.S.) machinery, precision instruments, tools, pharmaceuticals
2. English language, social customs, cultural pursuits (art, music, theater, cuisine), dress

B. The American heritage (emphasizing important facts previously covered in Social Studies classes)

1. Place names in the United States as evidence of early exploration and settlement
2. Areas where German is spoken in the United States
3. The role of Germans in the Revolution: the Battle of Oriskany in the Mohawk Valley (General Nicholas Herkimer); Baron von Steuben; Baron de Kalb
4. The role of Germans in the Civil War: German regiment and artillery company under Franz Sigel from Baden, Germany; German-American Regiments from various states; Carl Schurz

5. Great Americans and American families of German descent (salient names only, such as the Astors, the Rockefellers, the Roeblings, Admiral Chester Nimitz, Dwight D. Eisenhower, Robert Wagner, Henry Clay Frick)
6. Famous German immigrants: Peter Minuet, Johann Peter Zenger, Charles P. Steinmetz, Walter Damrosch, Johann August Roebling, Carl Schurz, Albert Einstein, Wernher von Braun, Thomas Mann, Albert Gallatin, Max Theiler, Ernest Bloch, Lise Meitner, Otto Preminger, Walter Slezak, Rudolf Bing, Robert F. Wagner, Kurt Weill, Ottmar Mergenthaler

II. **Countries of Europe where German is spoken or is the official language:**
Austria, Germany, Liechtenstein, Switzerland

III. **The German lands**

A. The geography of Austria, Germany and Switzerland
   1. Location in Europe
   2. The trip to German lands by airplane, ship, railroad and automobile
   3. Climate, boundaries, rivers, mountains, principal cities, principal states

B. The three capitals
   1. Locations, general layout, principal attractions
   2. Their importance as capitals and cultural centers

C. The economic geography of the German lands
   1. Principal industrial products and the regions where they are produced (coal, steel, steel products, automobiles, motorcycles, ships, aluminum, textiles, chemicals, pharmaceuticals, watches, leather goods, toys, printed matter, china, clocks, glass, wine, beer, precision machinery and instruments, cameras, optical products)
   2. Principal agricultural and forest products: milk, butter, cheese, rye, wheat, oats, corn, vegetables, grapes, fruit, livestock, meat and meatfats, eggs, fish, wood and wood products
   3. Importance in European economy

D. Widely known social customs
   1. The *Kaffeehaus (Café), Restaurant, Weinstube* and *Stammtisch* as social meeting places; the coffee hour
   2. Holidays, such as *Weihnachten, der Nikolaustag, Sylvester, Pfingsten, Karneval, Fasching, Fastnacht*

Theme II. The Germans in Their Home Lands

I. The German way of life

- A. Home life in German lands
  - 1. The physical environment
    - a. Houses and apartments
      - (1) Types of construction, (stone, wood) the rooms, walls and gardens, the function of the *Marktplatz* or *Anlage* in towns
      - (2) The streets and residential areas in cities and suburbs; *Schrebergarten*
    - b. Historical heritage: town walls, castles, cathedrals, churches, ancient houses, town halls, monuments
    - c. Intensive use of rural land for agriculture, animal husbandry and forestry; the *Stadtwald*
  - 2. Family life
    - a. Members of the family; their regard for one another
    - b. The family meals
    - c. Family recreational activities
    - d. Courtship and marriage
  - 3. Education in the German lands
    - a. The German attitudes towards education and educated people
    - b. Government control of education in Austria through the *Bundesministerium für Unterricht*
    - c. State and district control of education in Germany and Switzerland
    - d. Schools and schooling (Variations in details are to be found among some districts.)

Austria:

Age 6 to 14/15 or 8 school years

4 years *Volksschule* (free and compulsory)

4 years *Hauptschule* or *Sonderschule* (free and compulsory)

Tuition schools: most trade-vocational schools; all academic high schools

Germany:

Age 6 to 16/19 or 10-13 school years

Track I, 8 years *Volksschule* plus 4 years *Berufsschule* (part time, while learning a trade; free and compulsory)

Track II, 4 years *Volksschule* plus 6 years *Mittelschule* (free and compulsory)

Track III, 4 years *Volksschule* (free and compulsory), plus 9 years *Gymnasium* or *höhere Schule* (3 types)

Switzerland:

Age 6/7 to 15/16 or 8-9 school years

4-5 years lower primary school *(Primarschule)* (free and compulsory)

3-4 years upper primary school (free and compulsory)

Tuition schools: academic secondary 8 years, 4-5 years *Primarschule*

Commercial/technical secondary

3-4 years after 8-9 years *Primarschule*

- e. The *Kindergarten* (with various agencies)
- *f.* The *Volksschule*, 8 years (G) 4 years (A) followed by *Hauptschule* for 4 years (A); the *Primarschule* 8-9 years (S)
- *g.* Various types of secondary education (separation of boys and girls) *Sekundarschulen* (S), *Gymnasien* (A.G.S.) *Mittelschulen* (A.G.)
- *h.* The school day in elementary and secondary schools (6 days from 8/8:30 a.m. to 12/1:30 p.m.)
- *i.* The examination system for entrance into higher schools: *Reifeprüfung/Abitur* (A.G.) *Matura/Maturität* (A.S.) *Baccalaureat* (S)
- *j.* Holidays, sports, recreational activities in schools
- *k.* Adult education: *Volkshochschule* (A.G.), branches of vocational schools and universities (S)
- *l.* The universities and the *Technische Hochschulen*
- *m.* Special schools for art and technical education *(Kunstakademien* and *Technikums)*

4. Recreation
   - *a.* The family as the center of social life; stress on children, handicrafts
   - *b.* The social visit
   - c. The *Kaffeehaus* and *Gastwirtschaft* as the principal meeting places for recreation and conversation
   - *d.* Theaters, opera, concerts, radio and television
   - e. Newspapers, magazines and books
   - *f.* The place of sports, hiking and excursions
   - *g.* The government sponsored and controlled lotteries

- *h.* Music and the dramatic arts: festivals; amateur participation in the home, school, village, and city club
- *i.* The vacation (mountains, seashores, camping sites)
- *j.* Resort areas and spas

5. The German worker
    - *a.* Attitude toward work
    - *b.* Professions
    - c. Trades
    - *d.* The industrial worker and artisan
        - (1) Hours of work
        - (2) Unions
        - (3) Legal protection by legislation
        - (4) Pensions and health benefits
    - e. The agricultural worker
        - (1) The wide ownership of small, productive farms
        - (2) The life of the farmer
    - *f.* Social security (general)
6. Holidays and customs in the German lands
    - *a.* The legal holidays
        - (A.G.S.) New Year's Day; Good Friday; Easter Sunday; Christmas (Dec. 25); Whitsunday
        - (A.G.) Christmas (Dec. 26); Easter Monday; Labor Day (May 1); Ascension Day; Whitmonday
        - (A.S.) Assumption Day (also in Bavaria)
        - (A) Austrian Flag Day (Oct. 26)
        - (G) *Tag der Einheit* (June 17)
        - (S) National holiday (Aug. 1) Federal Day of Atonement and Prayer (Thanksgiving: third Sunday in September)
    - *b.* Other important holidays which are legal in certain states only:
        Epiphany; Corpus Christi; All Saints Day; Immaculate Conception, Advent
    - c. Grape picking (wine harvest)
    - *d.* The fairs (industrial and local)
    - e. Carnivals *(Fasching, Fastnacht, Karneval, Kirmes, Weihnachtsmarkt)*
    - *f.* The folk dances
7. German cuisine
    - *a.* Characteristics of German cooking
    - *b.* The typical meals in the German nations

      - *c.* Wines and beers
      - *d.* Specialties of local regions
      - *e.* Well-known dishes and baked goods
    - 8. Transportation and communication
    - 9. The money systems; *Schilling* (A), *Deutschmark* (G), *Franken* (S)
    - 10. The metric system
    - 11. Religion

II. Highlights in the history of the German lands

  - *A.* The original inhabitants in the present German language area
    - 1. Germanic tribes in the North and Northeast
    - 2. Celts (Kelten) in the South and Southwest
    - 3. Slavs in the East
  - *B.* The early invaders and the Germanic migrations
    - 1. The Romans (invaded Celtic regions)
    - 2. The Slavs and the Asian invaders, such as the Mongols, Magyars and the Huns (invaded several sections temporarily)
    - 3. The Germanic migrations: The Alemanni, Franks and Bavarians who moved into the Celtic area, pushing out the Romans; the Frisians, Thuringians and Saxons who remained in the North
    - 4. The ethnic composition of the Germanic nations today as a result of early invasions, the Germanic migrations and later conquests
  - C. Leading personalities of German history (salient facts only)
    - 1. Common German Rulers: Charles the Great (Charlemagne), Otto the Great, Frederick Barbarossa, Rudolf von Habsburg
    - 2. Separation of the three German lands, each one following its own national interests
      - *a.* ***Austria:*** *Rudolf von Habsburg* (kept the duchy of Austria in his family); *Duke Rudolf IV,* founded the University of Vienna which he expanded to join with his family property in Switzerland; *Emperor Maximilian I,* the "Last Knight," brought Austria to new heights in the late 15th and early 16th century; *Charles V* (1519-56) expanded Austria to include Bohemia and Hungary; *Maria Theresa,* first Empress of Austria; *Andreas Hofer,* national hero, fought Napoleon; *Franz I,* Emperor of Austria, abdicated the title of "Emperor of the Holy Roman Empire of the German Nation" in 1806; *Prince Metternich* and the Congress of Vienna; *Franz Joseph I; Archduke Franz Ferdinand; Dr. Engelbert Dollfuss; Dr. Karl Renner; General A. D. Korner; Ing. Julius Raab; Ing. Leopold Figl*

b. **Germany:** *Rudolf von Habsburg,* chosen as emperor in 1273, Habsburg dynasty ruled Germany without interruption from 1438-1740 (1806); *Friedrich von Hohenzollern* received the Mark Brandenburg in 1415; *Martin Luther* (1483-1546) started the German Reformation; *Frederick the Great* made Prussia a Great Power; *Baron von Stein* brought about the great Prussian reforms of 1808; *Karl Marx* (1818-83); *Fürst Otto von Bismarck;* King William of Prussia, proclaimed *Emperor William I* of the German Reich; *William II* (1888-1918); *Friedrich Ebert* and *General von Hindenburg,* Presidents of the Weimar Republic; *Gustav Stresemann; Adolf Hitler; Konrad Adenauer*

c. **Switzerland:** *Rudolf von Erlach,* early leader of Bernese troops during Bern's expansion; *Adrian von Bubenberg* who defeated Charles the Bold, Duke of Burgandy, at Morat; *William Tell,* national hero, depicting the will to independence; *Hans Waldmann,* Burgomaster of Zurich and great military leader in the war against Charles the Bold (1476-77); *Cardinal Schinner's* defeat at Mangnano (1515) leading to Swiss withdrawal from the war, the first step towards neutrality; *Ulrich Zwingli,* who began Swiss Reform Movement in Zurich (1519); *Jean Calvin and Farel,* leaders of the reform movement in Geneva; *Rudolf von Wettstein,* Burgomaster of Basel, who represented the Swiss Federation in the peace conference of Westphalia (1648) which recognized Swiss independence; *General Dufour,* who suppressed the activities of the Catholic Sonderbund in 1847 and restored internal peace to Switzerland; *Henri Dunant,* founder of the International Red Cross

D. Outstanding events in German history (salient facts only)

1. General: The Germanic Migrations; the crowning of Charlemagne by Pope Leo III in 800; the establishment of the *Karolingische Mark* (Austria) in 803; the Carolingians (768-919); the Saxons (919-1029), including Otto the Great; the Franconians (1029-1150); the Hohenstaufens (1150-1254), including Frederick Barbarossa; colonization of the lands east of the Elbe (1200-1400) by the *Deutschritterorden*

2. Specific by countries:

   a. ***Austria:*** Establishment of the *Karolingische Mark* in 803 as a safety zone against the Magyars; reestablishment by Otto the Great in 955; house of Babenberg receives the

Ostmark in 976; Rudolf von Habsburg takes over the Babenberg holdings; era of Austrian expansion by marriage to include Burgundy, Spain, Spanish possessions in America, Bohemia and Hungary (15th and 16th century); the Turkish invaders are defeated near Vienna in 1529 and again in 1683; reforms under Joseph II; European politics directed by Prince Metternich; the Congress of Vienna and the Holy Alliance; the Revolution of 1848 (downfall of Metternich); the war with Prussia (1866); "Ausgleich" of 1867 results in the establishment of the Dual-Monarchy (Austria-Hungary); occupation of Bosnia and Herzegowina (Congress of Berlin, 1878); annexation of Bosnia and Herzegowina in 1908; assassination of Archduke Francis Ferdinand (1914); World War I; the First Republic; Anschluss (1938); the Second Republic; the peace treaty of 1955; Austrian declaration of neutrality (1955)

b. ***Germany:*** Rise of feudalism; rise of the Hanseatic cities (ca. 1350); establishment of the "Mark Brandenburg" in 1415; the house of Hohenzollern; Martin Luther's Reform Movement; The Thirty Years' War (1618-48); the rise of Prussia; the Seven Years' War (1756-63); collapse of the First German Empire (1806); formation of the "Deutscher Bund" under Prussian leadership in 1815 after Napoleon's defeat; uprisings of 1830 and 1848; war between Prussia and Austria (1866); the rise of Chancellor Bismarck; Franco-Prussian War (1870-71); unification of Germany and founding of the Second Empire (1871); World War I; Weimar Republic; Nazi Germany and World War II; division into the so-called "Democratic Republic" and the Federal Republic of Germany

c. ***Switzerland:*** Independence from the Holy Roman Empire is achieved in the Swabian War of 1499; confederation expands to 13 states in 1513; military collapse, under Cardinal Schinner (1515), was the first step towards neutrality; reformation brings internal conflicts (four religious wars between 1529-1712); Treaty of Westphalia recognizes Swiss independence; confederation grows to 22 states (1815), each with equal status; new Federal Constitution adopted (1848); the International Red Cross Society is formed in 1864; League of Nations establishes its permanent headquarters in Geneva; London declaration of 1920 recognizes permanent Swiss neutrality

- **III. Historical buildings and monuments**
  - A. In Austria (Examples: *Stephansdom, Schloss Belvedere, Schönbrunn, Innsbrucker Hofkirche)*
  - B. In Germany (Examples: *Kölner Dom, Brandenburger Tor, Niederwalddenkmal*)
  - C. In Switzerland (Examples: *Rathaus zu Basel; Reformationsdenkmal zu Genf, Chillon,* International Postal Union)
- **IV. The German language**
  - A. Indo-European origins
  - B. The influences of other languages
  - C. *Mundarten, Hochsprache, Schriftsprache, Bühnensprache*
- **V. The governments of the German lands**
  - A. The Federal Republics of Austria, Germany and Switzerland
    - 1. Forms and symbols
    - 2. The President (A.G.S.), the Chancellor (A.G.), the Federal Council (S), the Cabinet (A.G.)
    - 3. The legislative bodies (lower and upper houses)
      - a. Austria — *Nationalrat, Bundestag*
      - b. Democratic Republic of Germany — *Volkskammer, Länderkammer*
      - c. Federal Republic of Germany — *Bundestag, Bundesrat*
      - d. Switzerland — *Nationalrat, Ständerat*
    - 4. Local and State governments, their composition and principal officers
  - B. The citizens of the German lands
    - 1. Their constitutional rights and privileges
    - 2. Voting and taxation

Theme III. The German Lands in the Development of Civilization

- **I. German contributions to the arts**
  - A. Literature
    - 1. Important German writers and their works (including contemporary writers: see page 94)
    - 2. Main currents of German literature as studied in relation to the reading
    - 3. Nobel prize winners

B. The arts (painting, sculpture, architecture)
   1. Outstanding painters and their works
   2. Outstanding sculptors and their works
   3. Outstanding architects and their achievements
   4. Famous museums and art galleries

C. The dramatic arts
   1. The outstanding plays and playwrights
   2. The development of motion pictures; well-known directors, actors and films
   3. State subsidized theater groups of dramatic art under the separate states

D. Music
   1. Outstanding composers of instrumental, operatic and vocal music and their works
   2. Famous performers and conductors
   3. Popular music and light opera or concert music
   4. State subsidized musical groups
   5. Music in German broadcasting — its influence
   6. Music festivals: Salzburger Festspiele, International Music Festival in Lucerne, Richard Wagner Festival in Bayreuth and others

II. German contributions to the sciences

The teacher may point out that of 200 Nobel prizes which were awarded from 1901 to 1958 in the fields of physics, chemistry and medicine, 68 were presented to people from the German lands. The teacher may want to consult a recent almanac or other source for particulars.

A. Chemistry: development of agricultural chemistry; metallurgy, synthesis of organic matter; aniline dyes; synthetic materials; nuclear science

B. Biology and medicine: research in bacteriology; laws of inheritance; techniques in surgery; immunity and serum therapy

C. Mathematics: differential calculus; functions; calculators

D. Physics: spectral analysis; conservation of energy; research in atomic structure; theory of relativity; quantum theory; optics; X-rays; radio; astronomy; electromagnetism

E. Practical inventions started and/or developed by nationals in German-speaking lands in motors, photography, industrial machines or processes, automotive parts, aviation

F. Modern German research: development of rockets; space studies

Suggestions for Cultural Activities and Experiences

Cultural activities may be provided for pupils in many specific areas of the German course and through many types of experience. The activities might be designed for participation by individuals, groups, classes or the entire department. Some projects which are initiated and executed by groups or by the department as a whole may be presented for the benefit of the entire school. The suggestions outlined below for experiences in specific areas may be individual, group, class, department or school-wide projects.

Geography and Economic Geography

- **Making maps of Austria, Germany and Switzerland**
- **Filling in mimeographed outline maps of the German nations**
- **Making illustrated maps of the German nations showing the principal products and the regions or provinces where they are produced**

Holidays

- **Celebrating Christmas, including the singing of Christmas carols in German**
- **Participating in a department-wide Christmas assembly program, in conjunction with classes in other languages, on a "Christmas-Round-the-World" theme**
- **Making greeting cards for Christmas, the New Year, Easter, Mother's Day**

Language

- **German words used in English**
  Gathering German words or expressions used in English from newspapers, magazines, books, or radio and television announcements
  Playing "Information Please" in class involving definitions of these words
- **United Nations**
  Preparing and enacting a "United Nations Session" by intermediate or advanced classes, where earphones are available (a speech made in English or another language might be translated simultaneously into German as with languages used at the U.N. headquarters)
- **German cuisine**
  Enacting a restaurant scene in which pupils order a meal in German from German menus
  Gathering the names of German dishes from American and German menus
  Gathering the names of German foods and drinks from advertisements
- **Reading material**
  Where reading material includes cultural content, dramatizing it with simple but appropriate costuming and settings in skits, playlets, puppet or marionette shows
  Reading simple plays in the early years with a view to dramatization

- Resource persons
  Inviting native Germans of the community or native German visitors to address pupils in simple German, preferably on a cultural topic related to area information or to the subject of classwork

Health Education

- Preparing folk dances for class or assembly presentation
- *Turnverein* activities

Music

- Listening to operatic arias or lieder with the text of the lyrics
- Singing German folk tunes or popular songs
- Listening to important instrumental selections
- Playing "Name That Tune" in learning to identify compositions
- Listening to German compositions played by talented pupils who bring instruments to class
- Participating in assembly programs
- Preparing and performing in an assembly or class program of German music, such as instrumental compositions by German composers; choral or solo renditions of famous songs or arias

Art

- Gathering prints, pictures or slides of famous paintings, statutes or buildings and showing them to the class with brief descriptions in German
- Preparing puppets in correlation with work in art classes for a puppet show in German
- Visiting local museums where German masterpieces are displayed; reporting briefly in German on the names of works and their artists and schools
- Identifying famous works of art from prints or pictures

Education and the Life of Youth in the German Nations

- Corresponding with a German "pen pal," asking him to describe his school life, social life and recreational activities
- Enacting a playlet in which two pupils in the roles of German children ask each other about their school life and recreational activities
- Interview between German exchange student and American student

American History

- Making maps of the United States, showing place names of German derivation and areas where German is spoken extensively today

General Projects

Class Projects

- Organizing "Information Please" games for reviewing cultural facts
- Utilizing German newspapers or magazines as a reading project
- Keeping a class diary; publishing a class newspaper

Department Projects

- Collecting and displaying costume dolls
- Collecting and displaying fine books and magazines
- Subscribing to a German newspaper and magazine which are made available to students

- **Organizing German luncheons or socials**
- **Making a German motion picture with a sound track on magnetic tape**
- **Producing a play**

Using Community Resources

- **Providing the opportunity for trips to areas of German cultural interest**
- **Scheduling regular listening or viewing where German radio or television programs are available**
- **Providing for attendance at German movies or musical events whenever they are available**
- **Visiting a German restaurant**

Suggestions for Correlation with Other Subject Areas

The correlation of German cultural topics with other subjects of the curriculum is desirable to increase the depth and vividness of the topics studied. The research and reporting in these topics may necessitate a greater use of English than the study of area information would require. German words and expressions applicable to the subject may be supplied by teacher or pupils to the extent practicable for comprehension according to the foreign language level and maturity of pupils. The topics listed below are intended to provide clues to subject areas where correlation might be made, but in no way indicate the scope or sequence of correlated topics. The teachers in individual schools will select those areas in which they believe correlation might best be made. The term "German," as stated before, is used in its linguistic and cultural sense.

With English, Grades 7 through 12

- **Language**
  - **German expressions used in English**
  - **The effects of the Anglo-Saxon and Danish migrations on Celtic and Roman Britain**
  - **Common Indo-Germanic origins of some German and English words**
  - **Anglo-American expressions used in German**
- **Literature**
  - **German literary works read in translation**
  - **Works of English literature related to German (Mark Twain's essays on the German language, poems by Longfellow, translations of German works by Carlyle)**

With Citizenship Education

- **Grade 7. The influence of German settlers on our contemporary culture**
  - **German origins of localities in New York State**
- **Grade 8. The influence of German settlers on our American heritage and history**
- **Grade 9. The geography and economic geography of the German nations**
- **Grade 10. Outstanding personalities and events in the history of German lands**
  - **The effects of German history on world history**

- **Grade 11. Important contributions of Germans to American independence and progress**
- **Grade 12. The American influence on the contemporary life and economy of German lands**

With Art and Art Appreciation

- **Outstanding German artists and their works**
- **Specific areas as studied, such as types of architecture, schools of painting, noted statues, famous museums**

With Music and Music Appreciation

- **Outstanding German composers and their works**
- **German vocal music**
- **German-made instruments, German musical organizations, German performers**

With Science and Mathematics

German scientists and German contributions

- **Grade 9. General science or earth science**
- **Grade 10. Biological science**
- **Grade 11 or 12. Chemistry**
- **Grade 11 or 12. Physics**
- **Grades 9-12. Mathematics**
- **Grades 9, 11 or 12. Inventions and applied science**

Some Basic Values and Characteristics of the German People

In the teaching of culture, an understanding of the German people is one of the principal objectives to be attained. Insights into their psychology may be developed by pointing out their beliefs, basic values and characteristics in the context of their cultural patterns. Since the German-speaking people share with their neighbors in Europe many elements of a common European culture, it may be incautious to label an observed behavior as peculiar to any one national group or subgroup. The wise teacher will strive to show that certain patterns of behavior are to a greater or lesser degree prevalent in some localities than in others. For instance, the following statements are said to express characteristics of high value to the German peoples, but are by no means confined to them:

- **Knowledge and sound reasoning are admired and respected.**
- **Hard work and conscientious workmanship are held to be virtues.**
- **A great respect for authority and a sense of order and tidiness are encouraged from childhood on.**
- **Love of nature, of flowers and forest, is shown in home and civic life, in literature and music.**

It is to be noted that there are certain conditions peculiar to German lands which affect cultural developments:

- **Catholic and Evangelical churches are in close balance.**

- **There is a continuing struggle between East and West for political control in German areas.**
- **The economic and geographical location in central Europe gives the German-speaking lands a strategic advantage.**

In these major backgrounds the colorful details of local customs, the tempo of daily life, the education of the young and the progress of society toward a more harmonious whole develop step-by-step into a cultural entity shared by the three German-speaking countries.

The following are the major areas within which teachers and pupils can identify values held by the German-speaking peoples:

- **Family life**
- **Education**
- **Ethics and personal relations**
- **Beauty, art and esthetics**
- **General knowledge**
- **General conduct**
- **Respect for German heritage**
- **Language**

Vocabulary

Contextual Learning. In all phases of the foreign language course, vocabulary should be learned through use in meaningful context and not as isolated items in lists paired with their English equivalents.

Direct Association. On the first level of language learning, the nature of the vocabulary is such that identification or description of objects, persons and actions can often be taught through demonstration without the use of English. The establishment of direct bonds in this way between the concept and the foreign word is the most effective method of acquiring vocabulary. The use of English, therefore, should be kept at a minimum as long as possible and wherever possible throughout the course. A direct association between the foreign word and its concept is the goal to be striven for in vocabulary learning.

Abundant Practice. As pupils progress, vocabulary expands rapidly. Nevertheless, it is essential to continue the contextual learning of vocabulary in association with familiar words and expressions. As abstract ideas are introduced and complex expression increases, the use of English equivalents may sometimes be necessary initially to convey meanings. Abundant practice of the new vocabulary in meaningful situational contexts, however, associates the foreign word with the concept. The more frequent and abundant the practice, the closer this bond becomes. With sufficient use, the English equivalent fades, and the foreign word and its concept blend in consciousness.

Vocabulary and the Skills. Pupils should be provided with experiences in learning and practicing vocabulary which will correspond to their need for using the new words and expressions in the various skills. This correlation becomes increasingly important as vocabulary expands. Those words and expressions needed for speaking and understanding should be learned and practiced through speaking and aural comprehension exercises; those needed for writing should be written. Where reading material contains new vocabulary, pupils should be informed as to which new words or expressions they are expected to master.

Vocabulary might be grouped into *active* and *passive* items. Active vocabulary comprises those items pupils are expected to recall for use in speaking and nonimitative writing. Passive vocabulary includes the items pupils are expected to understand aurally or in reading.

Active Vocabulary. Because active vocabulary is intended for instant recall, the learning of vocabulary and idioms for active use should be implemented by abundant practice in and out of class and in a variety of situational contexts. Only the most practical segment of the spoken language should be selected for active mastery. This vocabulary might be incorporated into language experiences designed for audio-lingual competency or derived from reading text materials which are practiced audio-lingually. The use of this vocabulary in all four skills is recommended to reinforce learning by means of a multiple sense appeal.

Passive Vocabulary. Passive vocabulary required for aural comprehension should always be *heard* by pupils in oral reading, conversation and listening to recordings. This aural practice should approximate the normal tempo, accent and intonation of a native speaker. The passive vocabulary for reading comprehension eventually far outstrips vocabulary for aural comprehension.

Reading Vocabulary. Active vocabulary of high frequency first encountered in reading should be incorporated into audio-lingual and writing skills. Passive vocabulary required for reading comprehension is most extensive in scope and may be learned for reading recognition only. Text materials suited to the level of the class should contain a variety of useful words in different areas of reading experience, such as history, biography, short stories, plays, novels, anecdotes, poetry, newspaper articles and features, menus, guides, notices and signs. Representative texts and supplementary materials whose content emphasizes the universal rather than the specialized or picturesque might be selected because the aim in learning language as a tool for communication places a premium on absorbing words of highest frequency first. For ways to teach vocabulary through reading, see the chapter on "Reading."

Multiple Sense Appeal. After the prereading period, active vocabulary is best learned in a sequence of four steps in the process familiarly known as "hear, say, see, write" according to the principles of sequential learning. As pupils progress into advanced grades, it may not be possible to follow this sequence exactly at all times. As far as practicable the pronunciation of new words and phrases should be presented orally by the teacher or via tape before the vocabulary is seen. Through inference, association, or if necessary, through English equivalents, teachers should make certain that pupils understand the meanings of the words.

Passive vocabulary for aural comprehension might be both seen and heard by pupils. The sequence may vary with the class activity and level of learning since, as pupils progress, much of the vocabulary may be derived from reading material which might be seen and heard at the same time, or read as homework assignment before it is heard. Also, it is advisable for pupils to see material destined for aural comprehension because the aural memory tends to fade more quickly than the visual memory. However, the spoken language is distinct from the written language. In order to understand spoken German, pupils must be given exercise in aural comprehension alone, either before or after the vocabulary has been experienced visually.

Passive (or recognitional) vocabulary for reading comprehension may be experienced aurally and visually or visually alone depending on the level of learning and the type of reading activity. In the early stages most reading will be intensive and will require aural presentation. As pupils progress, more reading will become extensive and require less and less aural presentation.

Building Vocabulary. Vocabulary is absorbed into pupils' habits of expression through abundant practice in meaningful utterances and in situational context. The context might arise in audio-lingual experiences, reading material, cultural experiences or pattern drills. The assimilation of new vocabulary may be aided by such activities as the memorization of dialogs, short paragraphs, poems, jingles, proverbs or sayings, and by the singing of songs, the dramatization of playlets and the playing of games.

The use of audiovisual aids in building vocabulary or in drilling new words is very effective. Such aids might include:

filmstrips
wall charts
comic strips
pictures
calendars
cartoons
moving pictures
game materials
chalk drawings
posters
maps
slides

Using Inference and Association. The use of inference and association is of vital importance as a device to circumvent the use of English.

The development of this skill to derive meanings should be one of the aims in teaching vocabulary. Contextual inference is achieved through placing the new word in a context of familiar words or actions which makes it possible to derive its meaning.

Contextual inference. Skill in deriving meanings through the context may be developed by:

- **Associating the foreign word with the object or action**
- **Deriving the meaning of a word through**
  - (*a*) Its place in a sentence (Um zum Zoo zu fahren fuhr Hans mit dem Autobus Nr. 3, musste am Adlersplatz ***umsteigen*** und mit dem Autobus Nr. 6 weiterfahren.)
  - (*b*) Elimination (Zum Mittagessen haben wir Hühnersuppe als Vorspeise gehabt, Brathuhn mit Bratkartoffeln und Spinal als Hauptspeise und zum ***Nachtisch*** gab es Schweizerkäse.)
  - (*c*) Synonyms, antonyms, definitions and paraphrasing (Der Mann konnte nicht sehen; er war ***blind.***)

    (Das Wetter war schlecht; es war ganz einfach ***schrecklich.***)

    (Das Mädchen war nicht schön; sie war ***hässlich.***)

    (Der ***Metzger*** ist ein Mann, der Fleisch verkauft.)

Inference through Cognates and Partial Cognates. Skill in deriving meanings through cognates should be developed throughout the course. Since the German and English phonetic systems differ widely, cognates given aurally in German may not always be recognized until they are seen. False cognates should be pointed out as they occur (Examples: *bekommen, also, bald*). Generally speaking, the teacher should point out the close relationship between the German and English languages through their common ancestry.

Inference through Word Families. Inferring meanings through associating words in word families is of great value.

lieben — Liebe — lieblich — lieber — lieb
studieren — Studium — Student — Studie — Studio

Total Vocabulary. Knowledge of vocabulary should be developed so that by the end of the course pupils will have more words:

- **In their reading vocabulary than in their listening vocabulary**
- **In their listening vocabulary than in their operating vocabulary**
- **In their speaking vocabulary than in their writing vocabulary**

Guides. Wordlists have been omitted from this publication. Guides to the selection of words and idioms to be included in the courses are found in the chapter "Teachers' Bibliography."

The Structures

Introduction

Scope and Sequence

The structural items listed in the charts which follow are suggested for use in the order indicated to facilitate the achievement of competency in the four skills. The listings aim to serve as a guide to teachers in providing for language experiences in which structural sequences will be progressive and cumulative and have the scope which will give pupils both an adequate tool for communication in the foreign tongue within their language experiences and a firm foundation for further study. It is to be understood that the structure charts represent only a minimum outline, especially geared to the spoken language, and that it is quite impossible to include all the structures which are necessary for a complete command of German, especially for reading and writing.

In organizing their courses of study, schools are not expected to restrict their teaching guides to conform in every point to the items included in the listings. Structures and verbs in addition to those listed, or sensible rearrangements of the sequential order among the grades, as required by "centers of interest," may be practical, since language skills for effective communication are to be developed through functional use and according to the convenience of teaching. The selection of the structures taught in each grade, therefore, should be determined principally by their use in authentic language patterns in meaningful, situational context.

The acquisition of linguistic skills and knowledges, however, must necessarily be systematic and cumulative for eventual control, even on a moderately advanced level. It is as a guide to teachers that the items have been suggested in the order outlined.

A Functional Approach. Because language is essentially speech, the items listed in the structure charts were selected principally on the basis of their relative importance in the spoken, rather than in the written, language. In some instances, items may vary from those included in traditional courses of study, either in the order in which they appear or in the fact that they have been included. The placement and inclusion of many items were determined on the basis of their practical use with other items in the grade for functional, oral drill in natural conversational sequences.

The general design of the structural listings was based in large part on the experiences of the Goethe-Institut, which specializes in teaching German to foreigners, as well as the German Language Section for Foreigners of the University of Vienna. The following books, based upon the above mentioned experiences, have been utilized: *Deutsche Sprachlehre für Ausländer, Grundstufe; Glossar zu Schulz-Griesbach Deutsche Sprachlehre* *für Ausländer, Grundstufe; Deutsche Konversationsgrammatik für Ausländer.* For comparing frequencies in German and French, *Vocabulaire Allemand Progressif* by René Michéa was also referred to. These and other references may be found in the Teachers' Bibliography.

Scope. The scope of the listings throughout both sequences includes all major structures needed for competency in the four skills on the secondary level. In the six-year sequence, all major structures will have been presented through the middle of the 11th year, with refinements relegated to the 12th year. There is no structure chart for the final year of the six-year sequence. The teacher may choose items for discussion or review as the need arises. In the four-year sequence, all major items will have been presented through the 12th year, which includes essential reviews.

(1) ***Aural Comprehension.*** It is suggested that the vocabulary of *Deutsche Sprachlehre für Ausländer, Grundstufe* be considered minimal for aural comprehension at the end of the 11th year of the four-year sequence and the 10th year of the six-year sequence within the structures defined for these years. The ability to understand a native speaker speaking at normal tempo is required, therefore pupils should have such audio experience with these structures.

(2) ***Speaking.*** The listings have been designed so that pupils may attain basic audio-lingual competency on a rudimentary level in the early years. In the four-year sequence, the items most essential for competency in speaking have been presented in grades 9 and 10. In the six-year sequence, greater audio-lingual competency may be expected of pupils. Therefore, speaking skill should be developed in this sequence *through the 10th year.*

(3) ***Reading.*** Reading skill is to be developed throughout the grades in both sequences to include all the structures in the listings. In the initial stages, the written language rests squarely on the spoken language as described in the chapter entitled "Reading." However, after the transfer from the spoken to the written word has been satisfactorily effectuated and the initial period of reading only what has been said is past, the reading will not be limited to material whose structures have been drilled in class. At this point, the reading should begin to *exceed* as well as include the structures learned. Some control should be exercised, however, so that meanings are grasped without either confusion or the need for deciphering. The reading, however, is not as a general rule to be restricted by the sequence of the structures as outlined in the charts. A satisfactory relationship between structures learned should be maintained.

(4) ***Writing.*** Writing skills, aside from imitative writing and dictation (see the chapter "Writing"), should be developed within the structures primarily on what pupils can say. Although in the intermediate years some

writing for practice and for clarifying structures may be essential, this writing should be limited to forms involving simple transformations, substitutions or recall of single items. Structurally-oriented translation drills involving single pattern changes, therefore, are acceptable. Point-by-point translations from English to the foreign tongue, which require multiple thought processes to produce simple sentences, are to be avoided. If such translation is to be done at all, it should be reserved for the advanced courses. Contextually oriented materials drawn from material already covered in class might be utilized for interpretation or "free" translation from English to German and from German to English.

Written exercises with reading passages, of course, may be freely utilized with open books, prior to or exclusive of the acquisition of the content audially or audio-lingually.

The structures used in controlled and "free" composition should be derived for the most part from among those the pupils have mastered and can recall through "inner speech." This written material should reflect the written and not the oral language wherever differences occur between them.

Sequence. In order to facilitate the learning of language patterns cumulatively and in meaningful context, many structures are introduced only in part in each grade throughout the courses. The principles followed here have been four-fold, the combination of factors being (1) their relative simplicity, (2) their relative importance in the spoken language, (3) their logical use with other structures to be learned within the grade, (4) their logical development from structures previously learned. For example, interrogative pronouns appear first functionally in grades 7 or 9 because of their relative importance in developing audio-lingual skills. They may be learned syntactically in grade 8 of the six-year sequence or at the end of grade 9 of the four-year sequence because of their relative complexity.

The sequential order of the structures recommended for basic audio-lingual competency was inspired in some measure by an existing, successful application of the content of *Deutsche Sprachlehre für Ausländer,* to a teaching situation. These items form the base for developing the reading skill. It is important, however, that the content of the reading conform as early as possible to pupils' maturity. In order to facilitate rapid acquisition of reading skill, therefore, structures needed for reading only have been introduced in grade 10 of the four-year sequence and in grade 9 of the six-year sequence. In succeeding years, the structures required for more advanced reading are introduced progressively through the 12th year.

The sequence of the verbs through grade 10 of the four-year sequence and through grade 9 of the six-year sequence has been determined on a dual principle: (1) the frequency of their use in the spoken language and

(2) the need for their use in other structures to be learned in the grade in situational context. Since the frequency of the occurrence of each verb in the structure chart was determined by its use in Austria and Germany,* some adjustments were made to allow for verbal constructions needed in teaching German as a foreign language.

The Notations Within the Listings. Verbs and prefixes, not in italics, are those found in the first 662 concepts of the German word list with four additional common verbs added. Verbs which are in italics are found between the 663d and 1018th concept. Those verbs which are in bold-face type are generally found in the second thousand concepts. The numerals in parenthesis suggest the grade level for these items in a six-year course.

Implementation

First Principles

1. In order to learn a foreign language as a skill, structures must be taught so that (*a*) their function is clear to pupils as demonstrated by their usage and (*b*) they become part of the pupils' habits of expression.

2. The structures should be taught by using them, and not by *describing* them either in English or in the foreign language.

3. The use of carefully constructed drills in the foreign language can effectively minimize description and analysis of structure. These drills may (*a*) illustrate the use of a structural item and (*b*) provide practice in using all the forms of each item of grammar.

4. When an explanation of the grammatical form is given, it follows upon its initial use in drill. The drill is then resumed. If the grammatical form is difficult enough to require explanation before any drill is conducted, this explanation should be given to pupils.

Language by Use and by Analogy. Because language is learned by analogy and practice rather than by analysis and description, it is recommended that new structures be learned through using the language itself in pattern drills which involve a single change from the already known structure to the new structure. Structures required for audio-lingual competency should be presented audio-lingually wherever suitable patterns can be formulated. The following steps are recommended for the presentation of a new structure: (1) an initial pattern drill involving a single change is held, (2) a brief explanation of the change is elicited or given and (3) the pattern practice in step (1) is continued until the structure is learned. Examples of pattern drills and suggestions for their use are given in the chapter, "Patterns for Drill." Teachers may discover other types of drill more suited to their purposes.

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* *Semantic Frequency List for English, French, German and Spanish*, by Helen S. Eaton. The University of Chicago Press. Chicago. *1940.*

Pupils should be aware of the meaning of what is being said at all times. The devices used to achieve comprehension without the use of English will depend on the ingenuity of the teacher.

For the simpler structures in the early years, little or no explanation may be needed; for the more complex ones and for those involving abstract ideas, it is recommended that such explanation as clarity demands be given. A minimum of explanation in favor of maximum of practice, however, should be the watchword. Adequate provision should be made in all grades for frequent recurrence of review items to insure the continuance of the automatic control. (See the chapter entitled "The Textbook in Audio-Lingual Presentation.")

Where structures are not needed for audio-lingual competency, as, for example, the future perfect or certain less frequent uses of the subjunctive, these may be presented through inference in reading, or traditionally if necessary. Wherever possible, structures should be presented inductively. In many cases, the presentation will be determined by the nature of the structure.

Functional Assimilation. The inclusion of many items in the early years was predicated on the principle that these structures would be learned through use by means of repetition to the point of saturation, and not through analysis or the kind of explanation which confuses and frustrates the young learner.

Some items, such as articles used with certain place names, *(die Schweiz, die Türkei)* should be learned automatically. Just as the gender of nouns is learned by using the article with the noun *as* it is learned, so the names of these countries should be learned with the article. The item "Omission of the article with names of languages" was placed in the same grade as the use of prepositions to facilitate the functional assimilation of both items, as in such patterns as *Man spricht Deutsch in Deutschland.* An item, therefore, need not be presented singly. Nor do all items require explanation or comparison with English structure. The aim is to eliminate the class discussion of the comparison with English.

The principle of teaching structure in situational context involves grouping several structures together for practice. After grading the points and practicing each of them initially, the principle of teaching the structures "almost together" for mastery through drill in situational context should be followed. Consequently, there will be little problem in covering all the items within the time allotted. Functional assimilation will take place more readily because the motivation for learning is high and the practice is extensive.

Although it is hoped that all items designated for audio-lingual competency in each sequence will be absorbed functionally before being

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explained grammatically, some items are more easily assimilated than others in this manner. Where pupils question the use of a structure, they demonstrate a readiness to absorb the response and should be given an explanation. Too much explanation and analysis, however, militates against language-learning and causes a distaste for foreign language study. Excessive manipulation outside of structurally oriented context causes frustration. On the other hand, memorization through the assimilation of appealing, meaningful patterns in functional use is the root of language study.

Grammatical Terminology. Because the ability to describe a language in terms of its grammatical structure bears little relation to the ability to use it as a tool for communication, the learning of grammatical terminology is not a goal in language study. It is recommended, therefore, that terminology be used only where the need for it may arise. Some grammatical terminology may find a place among the common learnings of pupils. Sometimes the use of a grammatical term may be needed for the achievement of a major goal, such as in learning the forms and uses of the subjunctive mood. On the whole, grammatical terminology may be used wherever it is found to be genuinely helpful in promoting the development of linguistic skills for communication.

Summary

1. The foreign language is to be learned as a communication tool to be spoken and understood as well as read.

2. Structures should be taught through use in the foreign language until they become part of pupils' habits of expression.

3. Structures, as language, should be taught in situational context.

4. The development of extensive vocabulary may be postponed until after the structure has been mastered.

5. Within the scope of the structural listings, the items required for mastery may vary for each skill.

- **(a) All items in all forms are required for reading. When pupils have mastered a sufficient number of structural forms, the reading need not be tied to the structures learned in class.**
- **(b) Aural comprehension of all structures within the vocabulary and idiom of the grade should be required.**
- **(c) Nonimitative writing of meaningful utterances should be required for all structures and forms pupils are required to speak.**

6. The teachers are reminded that the pupils should gain confidence through the pattern assimilation in the various drills. This constant drilling of familiar ground may become dull and tiring to the teacher. Drills, however, are for learners, not for teachers.

Structure Charts. The charts which follow combine both sequences. Notes in parentheses indicate the allocation of items for the six-year sequence.

Structures
for
Four- and Six-Year
Sequences

Four-Year Sequence, Grade 9 *and* Six-Year Sequence, Grades 7 and 8*

Articles and Numerals

Articles

- Definite (7)
- Indefinite (7)
- Contractions with prepositions (8)
  - (ex: *in dem* = *im*)
- Omissions with professions (7)
  - names of countries, cities, regions, states, continents (8)

Numerals

- Cardinals
  - 0-100 (7)
  - 0-1000 (8)
- Ordinals
  - 1st to 10th (7)
  - 1st to 35th (8)
- Including:
  - addition (7)
  - subtraction (7)
  - telling time (8)

Nouns and Pronouns

Nouns

- Gender (7)
- Number (7)
- Nominative, Accusative case (7)
- Dative case (7 & 8)
- Pluralization (7)
- Nouns of
  - occupation (7)
  - number (7 & 8)
  - measurement (8)
  - time (8)

Pronouns

- Personal as subjects (7)
- Interrogatives
  - *wer, was* (7)
- Demonstratives
  - *dieser*-words (7)
  - *der, die, das* (8)

Adjectives, Adverbs and Prepositions

Adjectives

- Predicate (7)
- Attributive (7)
- Inflections of
  - attributives (7 & 8)
  - when preceded by articles (7)
  - when not preceded by articles (8)
- Possessives (8)

Adverbs

- Those frequently used (7)
- Time (8)
- Place (7 & 8)
- Affirmatives:
  - *ja* (7)
  - *jawohl, doch* (8)
- Negatives:
  - *nein, nicht* (7)
- Interrogatives:
  - *wie, wo* (7)
  - *wann, wohin, woher, womit,* etc. (8)

Prepositions

- Those frequently used (7)
- Use of dative, accusative, and dative-accusative with certain prepositions (8)

*** THE NUMERALS IN PARENTHESES SUGGEST THE GRADE LEVEL FOR THESE ITEMS IN A SIX-YEAR COURSE.**

Four-Year Sequence, Grade 9 *and* Six-Year Sequence, Grades 7 and 8*

Verb Structures

Conjugations of

Strong and weak verbs (7 & 8)
Three imperative forms (7 & 8)
Interrogative forms (7)
Position of *nicht* (7 & 8)
Position of verbs:
  in normal/inverted word order with *und, aber, denn* (7)
  with transposed word order, *dass, als, weil, wenn* (8)
Function of:
  infinitives
  past participles

Some common prefixes (7)
  separable/inseparable (8)

Modal auxiliaries

wollen, müssen, können (8)

*** THE NUMERALS IN PARENTHESES SUGGEST THE GRADE LEVEL FOR THESE ITEMS IN A SIX-YEAR COURSE.**

Strong and Irregular Verbs

List for (7)
  sein
  haben
  gehen
  kommen
  nehmen (an-)
  stehen (ver-)
  sitzen (be-)
  sprechen
  lesen
  geben
  tun
  bringen
  heissen
  beginnen
  essen
  trinken
  singen
  schlafen

List for (8)
  sehen (an-)
  liegen
  schreiben
  treten (ein-)
  schliessen
  denken
  wissen
  fangen (an-)

In six-year sequence, add first six verbs from the chart which follows (8)
  (any others which occur in the course of the lessons and which the teacher deems desirable)

Tenses and Moods

Tenses

Gegenwart I (Present) (7)
Gegenwart II (Present Perfect) (8)
In six-year sequence, add
  Möglichkeitsform
  (Subjunctive) of
  ***sein, haben, werden* in present and past tenses (8)**

Four-Year Sequence, Grade 10 *and* Six-Year Sequence, Grade 9

Articles and Numerals

Articles

Omissions with:
  names of languages, unmodified nouns of nationality and profession after *sein*

Use with nouns in general

Used as limiting adjectives

Numerals

Cardinals from 1000
Ordinals from 36th
Including:
  multiplication
  division

Nouns and Pronouns

Nouns

Review pluralization

Genitive

Review:
  nominative
  accusative
  dative

Nouns formed from:
  adjectives
  participles

Pronouns

Review:
  interrogatives
  demonstratives

Introduce:
  reflexives
  relatives
  indefinites

Use of personal pronouns as objects

Adjectives, Adverbs and Prepositions

Adjectives

attributive, declension of

Review:
  possessives

Comparison of adjectives including some irregulars as the need arises

Use of present participles and past participles as adjectives

Adverbs

Position in structure
Adjectives as adverbs
Comparison

Prepositions

Use of genitive with certain prepositions

Wo(r) and *da(r)* plus prepositions

Four-Year Sequence, Grade 10 *and* Six-Year Sequence, Grade 9

Verb Structures

Review conjugation of strong and weak verbs

Conjugation of reflexives

Use of present/past participles

Use of *helfen, hören, sehen, lassen* with other verbs

Position of verbs in the transposed word order plus additional conjunctions

Modal auxiliaries

Review use of *wollen, müssen, können* and previously listed irregular verbs in new tenses and moods

Introduce *dürfen, mögen* and *sollen*

Strong and Irregular Verbs

fahren (er-)
rufen (an-)
nennen
laufen
helfen
senden

(Above verbs also for Grade 8 in the six-year sequence)

werden
bleiben
fliegen
tragen
treffen (be-)
halten (be-, ent, er-)
sterben
kennen (er-)
bieten (*an-*)
schlagen
werfen
bitten
lassen (ver-)
entscheiden
brechen
gelten

(Any others which occur in the course of the lessons and which the teacher deems desirable)

Tenses and Moods

Tenses

Gegenwart I (Present)

Gegenwart II (Present Perfect)

Vergangenheit I (Past)

Zukunft I (Future)

Moods

Leideform (Passive)

(Simple forms of present and past tenses)

Möglichkeitsform

(Subjunctive) of *sein, haben, werden* in the present and past tenses (8)

Four-Year Sequence, Grade 11 *and* Six-Year Sequence, Grade 10

Articles

Use with:
- abstract nouns
- generic nouns
  - *(Der Mensch ist sterblich)*
- nouns of special limitation
  - *a.* collective bodies
  - *b.* metals and materials
  - *c.* names of seasons, months, days
- titles

Omission with certain proverbs and sayings
(ex: *Keine Regel ohne Ausnahme* = The exception proves the rule.)

Nouns and Pronouns

Nouns

Review the formation of nouns from present participles and past participles

Nouns formed from infinitives and their usage and gender

Pronouns

Use of pronouns as double objects plus their word order

Reciprocal pronouns
- *einander, sich*
- *selber*

Intensive pronouns
- *selber, selbst*
- (indeclinable)

Adjectives, Adverbs and Prepositions

Adjectives

extended adjective construction

extended adjective construction but followed by independent adjectives

(ex: *Die obengenannte weisse Katze . . .*)

Adverbs

Review adverbs of
- time, place

Introduce adverbs of
- cause, manner, conditions, quality, intensity, degree, measure

modal adverbs
- *vielleicht, etwa, kaum, wahrscheinlich*

Prepositions

Review *wo(r)* and *da(r)* with prepositions

Four-Year Sequence, Grade 11 *and* Six-Year Sequence, Grade 10

Verb Structures	Strong and Irregular Verbs	Tenses and Moods
Use of infinitives: with *zu* as nouns and as imperatives Additional verbs which are followed by an infinitive: *bleiben, gehen, machen, lernen, lehren, heissen* Present participles and past participles used as nouns Reflexive verbs followed by *wie* or *als* plus the nominative case Use of the subjunctive mood in indirect discourse Uses of the passive voice ***Conjunctions*** Coordinating: copulative/adversative and causal/conclusive Subordinating: time, place, manner, purpose, causal, concessive and conditional	**schneiden** *weisen (be-, er-)* verlieren schaffen erkennen verbinden *heben (er-)* *vergessen* fallen *steigen* **schieben** gewinnen *vergleichen* befehlen **verzeihen** **laden** **stechen** scheinen (er-) *wachsen* *empfehlen* geschehen *geniessen* (Any others which occur in the course of the lessons and which the teacher deems desirable)	***Tenses*** Gegenwart I (Present) Gegenwart II (Present Perfect) Vergangenheit I (Past) Vergangenheit II (Past Perfect) Zukunft I (Future) Zukunft II (Future Perfect) ***Moods/Forms*** Leideform (Passive) (additional forms) Bedingungsform (Conditional) Möglichkeitsform (Subjunctive) (additional forms)

Four-Year Sequence, Grade 12 *and* Six-Year Sequence, Grade 11

Articles	Pronouns	Adjectives, Adverbs and Prepositions
Review the various uses of articles	Review: object pronouns possessives demonstratives interrogatives relatives indefinites reciprocals intensives	***Adjectives*** Review all types and their usages Introduce or emphasize adjectives which govern the *a.* genitive case *b.* dative case ***Adverbs*** Interrogative adverbs: *ob? nun? so? wieso? nicht wahr?* Prepositional phrases, dependent clauses, and other word groups which function as adverbs ***Prepositions*** Review prepositions and their use and meanings in context

Four-Year Sequence, Grade 12 *and* Six-Year Sequence, Grade 11

Verb Structures

Review

Various uses of infinitives with/without *zu*

The position of verbs and auxiliaries in the sentence structures

Uses of present subjunctives (Type I) and past subjunctives (Type II)

Introduce

Usage of the subjunctive mood in unreal conditions

Conditionals in subjunctive mood constructions

Passive voice in subjunctive mood

Substitution of reflexive for passive

Conjunctions

Omission in compound sentences

Review and reinforce coordinating and subordinating conjunctions

Strong and Irregular Verbs

greifen
leiden
pfeifen
raten
erwerben
fliehen
gelingen
verbergen
hauen
schreien
reissen
treiben
verderben
verschwinden
wenden
ziehen (*be-*)
zwingen
wiegen

Tenses and Moods

Tenses

Gegenwart I (Present)

Gegenwart II (Present Perfect)

Vergangenheit I (Past)

Vergangenheit II (Past Perfect)

Zukunft I (Future)

Zukunft II (Future Perfect)

Moods/Forms

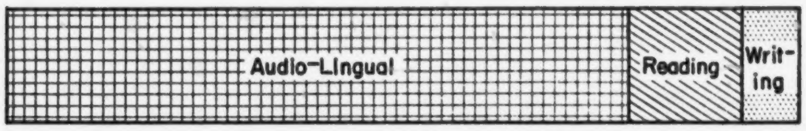
Review all forms and moods of conjugations in both sequences

Summary of the Six-Year Sequence

The suggested summary of each grade as outlined below is intended as a guide for the development of the four skills. Schools may permit pupils to progress to succeeding phases in each skill, provided strict attention is paid to the order in which the skills are to be developed and to their interdependence.

Grade 7

I. The suggested distribution of time follows:



II. The audio-lingual phase
  A. Structures and vocabulary are audio-lingually presented and mastered.
  B. A prereading period, without the use of printed material, precedes the use of the textbook.
  C. Dialogs, conversational sequences and pattern drills characterize learnings.
  D. The use of games, pictures, charts, songs and simple poems is widespread.
  E. Memorization of poems, songs and dialogs is prominent.

III. Reading begins with identical speech patterns learned audio-lingually and progresses to recombinations of these familiar patterns.

IV. Writing consists primarily of copying words and expressions in speech patterns, sentences and dialogs learned audio-lingually. Labeling of familiar objects and making picture dictionaries may be utilized. Brief dictations of identical utterances learned audio-lingually and experienced visually are given. Guided writing of drill patterns learned audio-lingually and experienced visually may be begun.

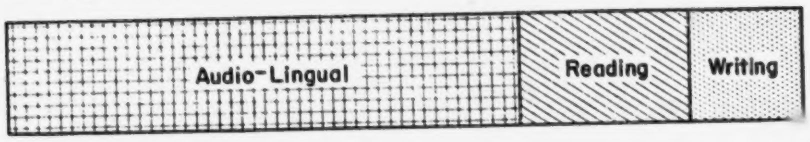
V. Cultural content arises from pupils' interests and course materials. Suggested for emphasis in this grade are:

- Influences on American contemporary life and heritage
- Area information — The German Lands: (Theme I)
- Geography (general, through the use of maps for boundaries, mountains, important cities), landscapes (through pictures), well-known customs and holidays, principal products and monuments of international fame and importance

VI. Supplementary reading in English is assigned to develop background.

Grade 8

I. The suggested distribution of time follows:



II. The audio-lingual phase continues as in grade 7.

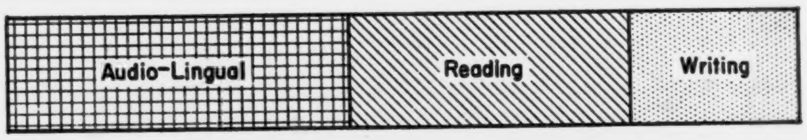
III. Reading progresses from identical patterns to recombinations of familiar patterns which have been audio-lingually mastered. Toward the end of grade 8, material not previously experienced in class may be read.

IV. Writing continues to be guided. Copying of dialogs and taking dictation of identical speech patterns continue as in grade 7. Guided writing of drill patterns involving simple transformations and substitutions of familiar patterns is continued. Answering dialog questions audio-lingually mastered and visually experienced begins.

V. Cultural content arises from pupils' interests and course materials. Topics suggested for emphasis in this grade relate to area information: home and family life, the money system, religion, the states and their principal cities, salient features in language, recreation, transportation and communication, the capitals.

Grade 9

I. The suggested distribution of time follows:



II. The audio-lingual phase

A. The development of audio-lingual skills continues to be the primary objective.

B. Structures needed for audio-lingual competence are presented in their most useful forms through pattern drills and dialogs. All structures are experienced aurally.

C. Vocabulary and idioms of high frequency are audio-lingually drilled.

D. Conversational ability is developed on specific topics. Integration with text materials is recommended. Directed dialog from English equivalencies is practiced.

E. The reading material is used audio-lingually.

F. Supplementary materials made by native speakers are utilized.

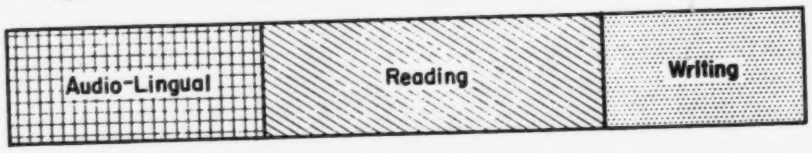
III. Reading contains material not previously reviewed in class and increases in difficulty. Both intensive and extensive reading are assigned. Supplementary reading of simple material in the foreign language may be assigned.

IV. Writing of material already learned audio-lingually continues. Guided writing of drill patterns is expanded to include more difficult but still deducible forms of patterns aurally or audio-lingually experienced. Writing includes answers to questions in which the structural changes involved in the answer are patterned on the question, answers to dialog questions and answers to directed dialog questions of mastered material. Dictations of recombinations of learned patterns are introduced. The writing of patterns or dialogs through recall is included progressively as pupils demonstrate proficiency. Equivalencies of the English are written in the foreign language from English.

V. Cultural content arises from pupils' interests and course materials and is integrated with the course. Suggested for emphasis in this grade are (Theme I) areas in the world where German is spoken; (Theme II) highlights of history, outstanding personalities of historical importance, historical monuments, holidays and customs of historical and religious significance, and highlights in education. Topics of Level I are reviewed.

Grade 10

I. The suggested distribution of time follows:



II. The audio-lingual phase

A. Audio-lingual drill on the remaining structural items needed for audio-lingual competency continues through pattern drills and question-answer responses in selected forms.

B. Audio-lingual activity is integrated with the reading.

C. Oral reporting is correlated with reading material whenever possible. Discussion in simple language ensues.

D. Conversational ability is developed on specific topics. Playlets or skits may be vehicles for performing in dialogs.

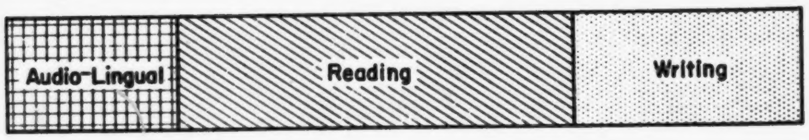
III. Reading includes longer selections of literary value and is supplemented by reading simple authentic materials on a variety of topics from foreign periodicals. Variety of forms of printed materials is suggested. Reading is extensive as well as intensive. Supplementary reading in the foreign language assumes an important role.

IV. Writing includes what pupils can say, in the form of dialogs, oral reports and exercises on the reading. Writing of drill patterns continues. The writing of language in a style and pattern characteristic of the written language as distinguished from the spoken language may be introduced when necessary. Controlled writing is utilized. Familiar material in the foreign language may be written from English equivalencies. Letterwriting on familiar topics is utilized. Passages heard orally may be written in restated form on previously mastered material. Controlled composition is introduced. Directed composition is practiced.

V. Cultural content continues to be integrated with course materials. Suggested as suitable for this grade are (Theme II) government; the German lands; the metric system; further details on cuisine, education, recreation, language, products, transportation and the German worker; importance of the German lands in Western economy; (Theme III) important contributions in the realms of art, science, music and applied science, as they arise from pupils' interests.

Grade 11

I. The suggested distribution of time follows:



II. The audio-lingual phase

  A. Audio-lingual drill on the few remaining items needed for audio-lingual competency continues through pattern drills and question-answer responses.

  B. Audio-lingual activity is integrated with the reading. Oral reports are made.

  C. Brief reports in simple German on salient features of the civilization are made, followed by a brief question-answer period.

III. Reading is intensive and extensive. Extensive reading expands. Supplementary reading in the foreign language is required. The reading includes significant literary selections supplemented by selections from books on different subjects which may be used for oral reports on civilization.

IV. Writing continues to emphasize what pupils can say, but includes, progressively, more and more of the forms characteristic of written expression. The writing of structural and other drill patterns as well as exercises based on the reading continues, along with controlled writing and controlled composition. Controls decrease as pupils show ability.

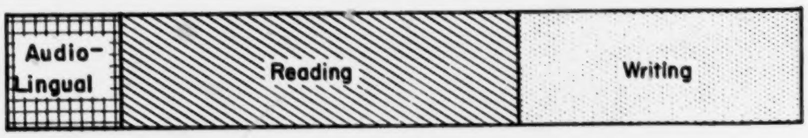
Free composition is practiced; compositions are written on civilization topics. Letterwriting continues as part of the program.

V. Cultural content combines a review of the salient features of the civilization in the foreign language with individual and class projects in special fields. Coordinated with the reading and audio-lingual experiences, the topics in Theme III are developed with special emphasis on art, music, literature and science.

Grade 12

The final year of the six-year sequence aims to integrate and extend the knowledges and skills learned in previous years. Pupils' appreciation of the literature and civilization are deepened, their knowledge of them is increased, and their ability to communicate in the foreign language is extended. Critical thinking is developed. Opportunities are provided for individual research and advanced conversation.

I. The suggested distribution of time follows:



II. The audio-lingual phase
   A. Audio-lingual activity is integrated with all phases of the course.
   B. Oral reports are made on cultural topics.
   C. Conversational topics are reviewed and extended.

III. Intensive reading of classical and contemporary works in different forms is supplemented by a well-organized extensive reading program. Authors selected are essential to a minimum understanding of the epoch. Backgrounds are developed. Attention is paid to style, theme, setting and historical context. Supplementary reading on civilization topics from books or periodicals may be assigned. Individual reading projects in special fields are undertaken.

IV. The writing of free composition is developed. The expression of the written as well as spoken language becomes important. Exercises on correct structural forms arising from individual or class needs may be provided. Reports on the reading, summarizing, paraphrasing and note taking in the foreign language from lecture, tape and books are practiced. Quality and individual expression are stressed.

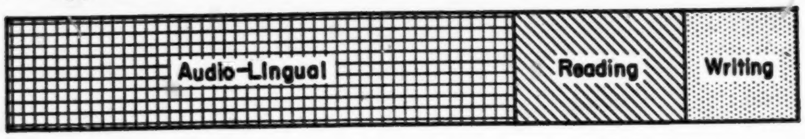
V. Cultural content emphasizes the study of social backgrounds of the literature, integrated with an overview of history. Contemporary works may serve as a point of departure for the understanding of the Germans of today. Special projects on art, music, science or literature may be developed.

Summary of the Four-Year Sequence

The suggested summary of each grade as outlined below is intended as a guide for the development of the four skills. As in the six-year sequence, the guide indicates the interdependence and progressive development of skills. Schools may permit pupils to progress to the succeeding phase of each skill as they show genuine proficiency. Strict attention should be paid, however, to the interdependence of the skills and to their progressive development.

Grade 9

I. The suggested distribution of time follows:



II. The audio-lingual phase

- A. The course begins with a prereading period, without texts or written symbols.
- B. Structures and vocabulary are audio-lingually presented and mastered in context and through dialogs and pattern drills.
- C. Dialogs and brief conversational sequences characterize most of the learning.
- D. Poems, songs and games are used widely.
- E. Oral recitation by individuals is practiced.

III. Reading is begun with material already learned audio-lingually. It is first introduced in identical patterns, later in recombinations of these patterns. Reading that has not been orally presented is introduced gradually during the second half of the grade. Supplementary reading in English, in the form of fiction or nonfiction, provides valuable background material.

IV. Writing is first restricted to imitative writing of patterns pupils have mastered audio-lingually. Copying, writing from dictation and the writing of dialogs used audio-lingually in class form the bulk of the writing. Guided writing of drill patterns is utilized. The writing of answers to dialog questions may be begun.

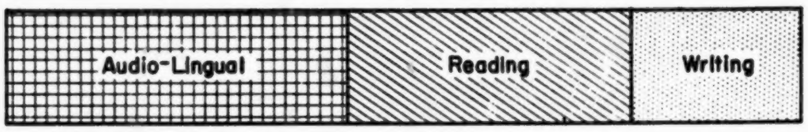
V. Culture is integrated with course materials and pupil interests. Suggested for emphasis in this grade are:

- Influences on American contemporary life and heritage
- Areas in the world where German is the official language

- Area information — (Theme I) geography, the capitals, important products, social customs widely known, political areas of German lands; (Theme II) home and family life, religion, the money system
- Highlights in recreation, transportation, communication, language

Grade 10

I. The suggested distribution of time follows:



II. The audio-lingual phase

A. The development of audio-lingual skills continues to be the primary objective. Audio-lingual activities continue in basically the same fashion as in grade 9.

B. Structures continue to be presented audio-lingually, with emphasis on those forms most essential for practical use.

C. Vocabulary and idioms of high frequency continue to be audio-lingually drilled.

D. Conversational ability is developed on specific topics through the use of dialogs and conversational sequences in conjunction with pattern drills. Integration with text materials is recommended. Directed dialog from English equivalencies is practiced.

E. Reading material is utilized for audio-lingual experiences. Individual oral reading continues to be practiced.

F. Supplementary activity in the form of poetry, songs and games continues.

III. Reading becomes more complex. Detailed class preparation by the teacher decreases. Passive vocabulary increases. Supplementary reading of simple material in German begins.

IV. Writing continues to be guided. In increasing measure, pupils write the dialogs and conversational sequences they have learned. Guided writing of drill patterns continues on vocabulary and structure, in transformations, substitutions and integrations, first with those patterns pupils have learned audio-lingually, and later with deducible forms. Answers to dialog questions, and answers in the foreign language patterned on the questions in the foreign language are written. Dictation of familiar material continues. Directed dialog in which equivalencies are written in the foreign language from directions given either in English or in the foreign language is included.

V. Cultural content is integrated with course materials and pupils' interests. Suggested for emphasis in this grade are:

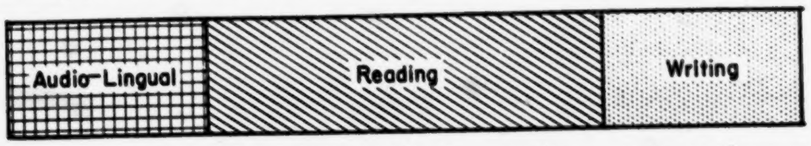
(Theme II)

- Highlights in history, outstanding historical personalities
- Historical monuments
- Ethnic composition of the German people today
- The states and their principal cities, products and customs
- Holidays of religious and historical importance
- Highlights of the education system

Topics of Level I are reviewed.

Grade 11

I. The suggested distribution of time follows:



II. Integration of all four skills with the reading content characterizes much of the activity at this level.

III. The audio-lingual phase

A. Structures and vocabulary required for audio-lingual competency are presented audio-lingually, as in grade 10, with selections made of most useful forms. Structures and vocabulary not required for speaking competency are aurally experienced. Review of structures and vocabulary of the preceding years is incorporated.

B. Conversations on topics in a variety of contexts are developed to the point of proficiency. They include factors of area information in situations pupils might encounter with a native or on the native scene. These situations are similar to those in grade 10, but are developed in greater depth. They might be demonstrated through the use of skits or playlets.

C. Oral reporting and simple discussion begin on topics of interest to pupils, preferably related to the reading.

D. Aural experience with materials made by native speakers is emphasized.

E. Pupils restate orally in their own words or in another person or tense material they have mastered audio-lingually.

IV. The reading includes selections of literary value in different literary forms. It is supplemented by reading on a number of subjects, in different forms. Authentic materials such as foreign newspapers and magazines are utilized. Supplementary reading of material in the foreign language assumes an important role.

V. Cultural content is integrated with course materials and pupils' interests. Suggested for emphasis in this grade are:

(Theme II)

- The government

- The metric system
- Details on cuisine, education, recreation, language products, transportation and communication
- The German worker
- Importance of the German lands in Western economy

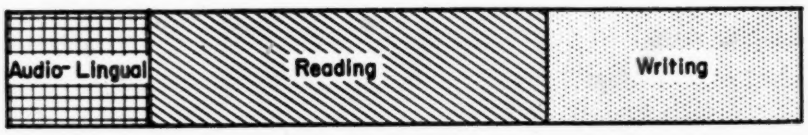
(Theme III)

- Highlights in the contributions to art, science, literature, music and philosophy

Topics of previous levels are reviewed.

Grade 12

I. The suggested distribution of time follows:



II. The audio-lingual phase

  A. The audio-lingual activities are closely integrated with the reading.

  B. Oral reports, in simple German, followed by brief question and answer periods, are given on the major features of the civilization.

  C. Aural experiences with authentic materials and invitations to resource persons to address pupils continue.

  D. The conversations of grade 11 are reviewed.

  E. Oral reports and discussion of reading material on topics of special interest to pupils are an integral part of the course.

III. Reading combines cultural information and works of literary merit. Study in depth of several literary works is supplemented with readings of authentic materials from periodicals and books on different subjects. Selections from foreign newspapers, magazines and books form an integral part of the reading program. Supplementary reading of material in the foreign language is required.

IV. In writing pupils continue to write what they can say. Written exercises with structural items are used. Controls are gradually decreased in composition writing. Letterwriting continues as part of the program. Compositions are written on civilization topics, including area information, history and literature.

V. Cultural content is coordinated into a unified whole to present a balanced picture of the civilization in the foreign tongue. Coordinated with reading and audiovisual experiences, the topics in Theme III, the role played by the German-speaking lands in the development of civilization, are included with special emphasis on art, music, literature, science and philosophy.

Homework

General Considerations. The assignment of homework should be made with a view to the careful development of each of the four skills. Depending on the grade level and the individual skill being developed, assignments may be made for the practice of familiar material or for the introduction of new material. The assignments might be flexible in providing for individual differences. Gifted pupils might be assigned exercises in addition to or different from those assigned average pupils. Slower pupils might be guided to concentrate on essential exercises.

As a rule, assignments should be given for every regular day of the school year. Exceptions may be made for special situations or events, such as important religious holidays or unusual occasions when the disruption of routine would result in unrewarding effort. The exceptions should be made judiciously and infrequently.

The assignment should be clear and definite and within the capacity of pupils to accomplish within a reasonable time. Over a period of time it should provide for a variety of activities and contain as much material of intrinsic interest as can be incorporated. Homework should always be checked when it is due.

Recurrence. Recurrence of high-frequency speech patterns must be an ever-present goal in all assignments, oral and written. Once a pattern is presented, it must recur over and over until it becomes indelibly fixed in the ear and eye of the pupil. The rate of recurrence depends, of course, on the frequency of the pattern in the language. However, the recurrence is regularly and systematically planned until control of the pattern is assured.

Audio-Lingual Assignments. Oral homework should be assigned only after the speech patterns and vocabulary items have been thoroughly learned and overlearned through multiple drills and practices.

If it is possible or feasible, pupils may borrow or buy for home study inexpensive discs or tapes on which the material already learned in class has been recorded. Many texts are accompanied by such discs or tapes.

Using the Language Laboratory. Where it is possible to schedule pupils to do homework in the language laboratory, the study of recordings of materials already assimilated through classwork should be regularly assigned. A weekly minimum of one hour's active laboratory work (listening, model imitation, reinforcement-repetition), preferably in twenty-minute periods, should be required. Some administrators, realizing that control of a foreign language depends upon the degree to which the language has become automatic through repeated hearing and saying, are scheduling laboratory periods for foreign languages on the same basis as those scheduled for the sciences.

In the early years, especially in the initial stages of learning, all laboratory work should be rigorously supervised. The teacher must listen to and correct the pupil's imitation and repetition until they are reasonably accurate in all details, for the pupil can hear himself accurately only after many hours of listening and imitating. (See the chapter entitled "Language Laboratories.")

As pupils progress, they may be assigned to the language laboratory or to a foreign language center in the school library to practice their dialogs or do other oral assignments.

At the appropriate levels, pupils may be assigned to listening to recordings for comprehension of native speakers. Some of these recordings may have been made through a program of taped correspondence with individuals or schools.

Reading. From the first day, reading in English may be assigned for homework. A list of appropriate titles, available in school and public libraries, might be supplied pupils. The pupil's interest and pleasure, as well as his knowledge of the country and its people, will be increased through the reading of carefully chosen books. His vocational and avocational interests, too, will be promoted by special interest materials. The reading must, of course, be checked.

Reading in the foreign language can be assigned as soon as pupils are ready for it. During the beginning stage of study, the reading should be limited to the material already presented and practiced orally in class. Later, when the learned structure patterns and vocabulary items have become sufficiently numerous, new materials may be assigned. At this point, emphasis should be placed on interpreting through inference, since extensive rather than intensive reading will form the greater part of future reading assignments. The reading can be guided by leading questions, topic sentences and completion exercises. As the pupil progresses, he will read more for pleasure and for critical analysis to be reviewed through class discussion.

All assignments must be checked. The pupil must be fully aware that the homework is given as a learning procedure and is, therefore, a necessary step in acquiring control of the language.

The Place of the School Library. The logical source of reading materials for special reading assignments is the school library. The language teachers should examine the works currently available in the library and recommend to the librarian additional books, periodicals and reference works desirable for language study.

Where space and facilities are available, the librarians might be able to arrange a "foreign language center." Here might be the shelves devoted to books in the foreign language, foreign language dictionaries and other reference works, foreign language newspapers and magazines and a vertical file of clippings, pictures and pamphlets related to foreign language study.

The center would also be an appropriate place for displays and exhibits prepared by pupils in the language. In addition, letters from foreign correspondents can be kept available for all pupils to read.

Some libraries provide facilities for listening to tape or disc recordings and viewing slides projected on a screen, the tapes and slides being stored and issued to pupils by the librarian. Such facilities might or might not be a part of the foreign language center. In any case, they should supplement rather than replace a language laboratory maintained by the school's modern language department. Decisions as to provisions for special arrangements for exhibiting, handling, or pupil use of audiovisual materials will, of course, be made through conference of the school principal, the librarian and the director of audiovisual education.

Writing. Writing assignments are delayed for the beginning foreign language pupil until the first situation sequence has been thoroughly absorbed audio-lingually. Even at that point the writing experience is limited to copying what has already been learned. The structure patterns and vocabulary items are reinforced thereafter through writing the drills and exercises discussed under "Speaking."

Imitative writing, based on model paragraphs, (see the section on "Writing") can be assigned as early as the second year of a six-year sequence.

The object of the audio-lingual approach has been to saturate the pupils so completely with structure patterns and vocabulary items that they automatically adapt them to the situation requiring verbal response. The object of imitative writing is similar. The intensive practice of sentences, model paragraphs and letter forms through writing, affords a wealth of introductory, connective and terminal phrases as well as order and rhythm characteristic of the language.

Written exercises on drill patterns, carefully devised to eliminate excessive grammatical dissection and to reinforce automatic responses to situation or idea, may be assigned to reinforce classroom learnings in structure and vocabulary.

Composition (in the fourth year of the four-year sequence and the fifth and sixth years of the six-year sequence) progresses from controlled to free composition. Outlines, topic sentences and key questions, dictated or distributed in mimeographed form, give theme and logic to the writing. By the sixth year pupils will write free compositions on many topics. Individual choice of topics is encouraged.

Foreign Correspondence. Letters to foreign correspondents furnish excellent motivation for composition assignments. Preparation for real correspondence may be begun from the first year by emphasizing the letter form in written assignments. When pupils have progressed sufficiently to engage in real correspondence, only a small part of the letter will be written in the foreign language at first. This would be associated with cultural material studied in class. The pupil may ask for further information on the subject being studied or give information on a similar topic of interest to the foreign student. The foreign language section of the letter might be written on a separate sheet so as to permit correction and return by the correspondent. The foreign students, also, appreciate this same service on the part of pupils in America. The use of the foreign language in the letter increases with the progress of the pupils.

School Paper. A foreign language column in the school paper gives well-motivated opportunities for competitive writing. An identical assignment is given to all classes of the level involved. The best composition from each of the levels is published. Naturally, since publication is the aim of each student, the pupils whose compositions are chosen feel pride of accomplishment. A variety of written forms (poetry, anecdote, description) may be assigned in this way.

Model Lesson, Grade 10 or 11

"Ein Wochenende am Chiemsee"

The following unit is an example of the use of reading material to develop audio-lingual competency on a cultural topic. The reading selections are to be presented according to the procedures outlined in the "Intensive Reading Lesson," page 83.

- **New words and expressions are listed on the blackboard and in pupils' notebooks.**
- **Word study is utilized in presenting vocabulary and in homework exercises.**
- **Oral drills are conducted at appropriate times.**
- **Questions are answered both orally and in writing. The questions in step I represent the type of questions generally included in reading texts. If the text does not include a sufficient number of questions, these should be prepared and distributed by the teacher. The answers to the questions are given orally and then are written for homework.**
- **Answers to the questions of step I are kept in corrected form in pupils' notebooks to be used with the questions as a basis for the dialog.**

The Language Laboratory may be used for:

- **Listening to the reading**
- **Choral repetition of passages**
- **Answering questions, after answers have been prepared**
- **Recording for practice**
- **Recording for presentation to the class**
- **Recording for evaluation by the teacher**

Evaluation. Suggestions for questions to test reading, aural comprehension, speaking, vocabulary and structure are outlined in the chapter entitled "Evaluation."

Lesestück — Erster Tag

NOTE: An appropriate reading selection may be taken from a second-year reader or textbook or other source.

Die Deutschen sind sehr wanderlustig. Sie gehen sehr gern spazieren, radfahren, zelten oder wandern. Der Lebensstandard der Deutschen ist nicht so hoch wie der der Amerikaner und viele Familien haben daher auch noch kein eigenes Auto. Trotzdem nehmen die Deutschen jede Gelegenheit wahr, ihr schönes Land besser kennenzulernen. Sie tun dies, indem sie durch das Land wandern.

Die deutschen Landschaften bieten den jungen und alten Leuten viele Möglichkeiten zum Spazierengehen oder Wandern. Im Norden kann man am Nordsee — und Ostseestrand entlang laufen. Mecklenburg ist das Land

der tausend Seen und die Lüneburger Heide bietet ihre eigenen Reize, wie sie der Dichter Hermann Löns beschrieben hat.

In Mitteldeutschland erheben sich die vielen schönen Waldgebirge, wie z.B. der Harz oder Taunus und auch das schöne und romantische Rheintal. Viele Fusswege sind dort von den Wandervereinen genau bezeichnet worden und man kann sich nicht leicht verirren.

Die Leute, die gerne in den Bergen wandern und klettern wollen, fahren natürlich in die deutschen, österreichischen oder schweizerischen Alpen. Dort haben sie dann die Gelegenheit, auf die Berge zu steigen oder auf engen Bergpfaden von Alm zu Alm zu wandern.

Die meisten Wanderer machen nur Tageswanderungen; sie sind dann am Abend wieder zu Hause. Während ihres Urlaubs oder ihrer Ferien wandern jedoch viele Menschen tagelang und einige sogar wochenlang. Sie übernachten dann entweder in Dorfgasthäusern, Jugendherbergen oder in ihrem Zelt auf einem Zeltplatz. So können sie für ein paar Mark oder Schilling oder Franken tage — und wochenlang ihre schöne Heimat durchwandern.

Lesestück — Zweiter Tag

Natürlich muss so eine Wanderung gut vorbereitet werden. Wenn man nur eine Tageswanderung vorhat, steht man sehr früh auf, packt einen Rucksack oder Brotbeutel, nimmt eine gute Wanderkarte, und fährt mit der Eisenbahn oder dem Auto in die Berge, an einen See oder in die Nähe eines Waldes. Für eine Bergtour muss man besonders gut vorbereitet und auch schwindelfrei sein. Gute Bergstiefel, Flanellhemden und Pullover gehören zur Ausrüstung. Auch benötigt man warme Handschuhe, ein zweites Paar Wollsocken und einen Anorak, denn je höher man klettert, desto kälter wird es.

Auf der Wanderkarte sind alle Fusswege und Bergpfade durch farbige Wegzeichen gekennzeichnet. Diese Zeichen stimmen mit denen an den Fusswegen überein, so dass sich die Wanderer nicht verirren können. Während der Wanderung rastet man öfters, um die schöne Aussicht zu bewundern oder um seine mitgebrachten Butterbrote zu verzehren. Am Abend kehrt man dann todmüde und zufrieden nach Hause zurück.

Eine grössere Vorbereitung wird natürlich für eine längere Wanderung getroffen. Gewöhnlich wandert man nicht allein, sondern zu zweien oder in kleineren Gruppen. Die Gruppe kommt zuerst zusammen, um die Etappen der Wanderung festzulegen. Für schöne Tage nimmt man ein Zelt mit. Man darf natürlich nicht die Zeltstangen und Zeltpflöcke vergessen. Auch nimmt man Kochgeschirre, einen Feldspaten und Kocher, sowie ein kleines Beil mit, damit man für das Zeltlager vorbereitet ist. Auch sollte man einen gültigen Jugendherbergsausweis besitzen, weil man dann billig in einer

der vielen Jugendherbergen übernachten kann. Viele Leute nehmen ihre Faltboote mit, so dass sie in einem See oder Fluss paddeln können.

Also werden dann die Tornister und Rucksäcke gepackt; die Decken werden in Zeltplanen gewickelt und am Rucksack festgeschnallt. Jetzt kann die Wanderung beginnen.

Preparation for Dialog—Step I

Question-Answer Drill (Oral) (See answer sheet which follows)

These questions are answered orally in class as part of the comprehension check after each learning unit. The answers might be (*a*) written on the blackboard on the same day the passage is read and then written as a homework assignment in review or (*b*) checked orally on the day the passage is read, written as a homework assignment and checked the day the assignment is due.

Erster Tag

1. Was tun die Deutschen gern?
2. Wie ist der Lebensstandard der Deutschen?
3. Was bieten die deutschen Landschaften den jungen und alten Leuten?
4. Wo ist der Ostseestrand?
5. Wie heisst das Land der tausend Seen?
6. Wo befinden sich die vielen Waldgebirge?
7. Warum wandert man gern im Rheintal?
8. Was tun die Wandervereine?
9. Wohin fahren die Leute, die gern klettern wollen?
10. Wielange dauert gewöhnlich eine Wanderung?
11. Was tun viele Menschen während ihres Urlaubs?
12. Wo hat man die Gelegenheit, auf engen Bergpfaden zu wandern?
13. Was kann man in einer Jugendherberge tun?
14. Wo übernachten die Leute, die ihre Zelte mitbringen?
15. Wieviel Geld braucht man für eine lange Wanderung?

Zweiter Tag

16. Wie bereitet man eine Wanderung vor?
17. Warum nehmen viele Leute eine Wanderkarte mit?
18. Wie sind die Fusswege gekennzeichnet?
19. Warum macht man öfters eine Rast?
20. Wie kehrt man nach einer Tageswanderung zurück?
21. Für welche Wanderung trifft man grössere Vorbereitungen?
22. Wie viele Leute gehen zusammen auf ein längere Wanderung?
23. Warum kommt die Gruppe zuerst zusammen?
24. Wo übernachtet man an schönen Tagen?
25. Wozu nimmt man, u.a., einen Feldspaten und ein Beil mit?
26. Was kann man tun, wenn man einen Jugendherbergsausweis besitzt?

27. Worin paddelt man in einem See oder Fluss?
28. Was tut man mit den Decken?
29. Was dürfen die Wanderer nicht vergessen, wenn sie ein Zelt mitnehmen wollen?
30. Was kann nun geschehen, nachdem alle Vorbereitungen getroffen worden sind?

Preparation for Dialog — Step II

Answers to Question-Answer Drill (Teacher's Script)

The answers to the questions are checked for accuracy on the day the homework assignment is due.

Pupils keep in their notebooks their corrected answers to the 30 questions. They must depend on the reading passages, the questions and their answers, to prepare and execute their dialog. At the end of the unit, before the test, teachers might distribute the answers in mimeographed form.

Erster Tag

1. Die Deutschen gehen sehr gern wandern.
2. Der Lebensstandard der Deutschen ist nicht so hoch wie der der Amerikaner.
3. Die deutschen Landschaften bieten ihnen viele Möglichkeiten zum Spazierengehen oder Wandern.
4. Der Ostseestrand ist im Norden Deutschlands.
5. Das Land der tausend Seen heisst Mecklenburg.
6. Die vielen Waldgebirge befinden sich in Mitteldeutschland.
7. Das Rheintal ist schön und romantisch.
8. Die Wandervereine kennzeichnen die vielen Fusswege.
9. Die Leute, die gern klettern wollen, gehen in die Alpen.
10. Eine Wanderung dauert gewöhnlich einen Tag.
11. Während ihres Urlaubs wandern viele Menschen tagelang.
12. In den Alpen hat man die Gelegenheit auf engen Bergpfaden zu wandern.
13. Man kann in einer Jugendherberge übernachten.
14. Die Leute, die ihre Zelte mitbringen, übernachten auf einem Zeltplatz.
15. Man braucht für eine lange Wanderung nur ein paar Mark oder Schilling oder Franken.

Zweiter Tag

16. Man soll eine Wanderung gut vorbereiten.
17. Man nimmt eine Wanderkarte mit, damit man sich nicht verirren kann.
18. Die Fusswege sind mit farbigen Wegzeichen gekennzeichnet.
19. Man macht öfters eine Rast, um die schöne Aussicht zu bewundern.
20. Man kehrt von einer Tageswanderung todmüde und zufrieden zurück.
21. Für eine lange Wanderung werden grössere Vorbereitungen getroffen.
22. Zwei oder mehr Leute gehen zusammen auf eine längere Wanderung.

23. Die Gruppe kommt zuerst zusammen, um die Etappen der Wanderung zu besprechen.
24. An schönen Tagen übernachtet man in einem Zelt.
25. Man nimmt einen Feldspaten und ein Beil mit, um für das Zeltlager vorbereitet zu sein.
26. Mit einem Jugendherbergsausweis kann man billig in einer Jugendherberge übernachten.
27. Man paddelt in einem Faltboot.
28. Man wickelt die Decken in Zeltplanen und schnallt sie an den Rucksack.
29. Die Wanderer sollen die Zeltstangen und Zeltpflöcke nicht vergessen, wenn sie ein Zelt mitnehmen wollen.
30. Wenn alle Vorbereitungen getroffen worden sind, kann die Wanderung anfangen.

Preparation for Dialog — Step III

After pupils have studied thoroughly the reading passages, and have been given oral and written drill in answering questions and doing various exercises, they may be told to utilize the reading material, plus the questions and answers, in preparing a dialog of their own. They may be given a situation such as the following in which three persons talk to each other.

> ***Situation.*** Three pupils, including one American, discuss their plans for a weekend excursion. After discussing various possibilities they decide on a combination bicycle and camping trip to a lake in Bavaria.
>
> ***Assignment.*** Write a dialog of your own of about ten questions and ten answers which might take place between the pupils on this occasion, utilizing the questions and answers studied in class plus several of your own. The American student might first ask several questions of his German friends before the trip begins, and also at the destination, or he may engage his fellow campers in a regular, situational conversation.

Preparation for Dialog — Step IV

The pupils' dialogs are reviewed in class for the correction of errors. A selection is made of preferred questions, answers and statements. The following are some suggested procedures:

1. A number of pupils are sent to the blackboard to write questions and answers from different sections of the dialog.
2. Remaining pupils exchange papers with classmates, in pairs. Each pupil copies his classmate's questions only and prepares answers to these questions in class.
3. Ensuing recitations involve:
    - The asking and answering of questions by pupils, in pairs or otherwise

- The correcting of blackboard materials
- The selection of best questions and answers for introductory and terminating material
- Practice of model dialog

4. An assignment is given: Pupils are to prepare their dialog in final form.

Preparation for Dialog — Steps V and VI

V. The teacher collects and corrects the dialogs.

VI. The teacher returns the corrected dialogs and directs pupils to practice them orally with their classmates for class presentation and recording.

Oral Drills

(The following drills are suggestions of question types.)

I. Question-Answer

A. Personalized Conversation, Teacher-Pupil

1. Gehen Sie gern zelten, Karl?
2. Was machen Sie während Ihrer Ferien, Fritz?
3. Sind Sie schon einmal am Meer gewesen, Maria?
4. Haben Sie jemals ein Faltboot gesehen, Heidi?
5. Gehören Sie einem Wanderverein an, Willi?
6. Kennen Sie in unserer Stadt einen Wanderverein, Hans?
7. Was tut ein typischer Amerikaner während seines Urlaubs?
8. Gehen Sie gern bergsteigen?
9. Was macht der typische Deutsche während seines Urlaubs?
10. Bieten die deutschen Landschaften viel Abwechslung?

B. Chain Drill

Hans: Was machst du gewöhnlich während deiner Ferien, Wilhelm?

Wilhelm: Ich gehe gewöhnlich schwimmen, wenn das Wetter schön ist. Was tust du in deinen Ferien, Philipp?

Philipp: Ich gehe in die Berge, um zu klettern. Hast du schon einmal in einem Zelt geschlafen, Karin?

Karin: Nein, ich schlafe lieber in einem Bett in einer Jugendherberge. Bist du schon einmal am Chiemsee gewesen, Marie?

C. Restatement — Relay Drills (Directed Dialog)

1. Fragen Sie mich, was ich während meiner Ferien tue!
2. Fragen Sie Paul, was viele Deutsche während ihres Urlaubs tun!
3. Fragen Sie Anna, wie man eine Tageswanderung vorbereiten soll!
4. Fragen Sie Karl, wie man eine längere Wanderung vorbereiten soll!
5. Erklären Sie Käte, warum man Zeltstangen und Zeltpflöcke mitnimmt!

II. Vocabulary Substitution Drills

A. Die Deutschen gehen gern spazieren.
— zelten
— wandern

B. In einem Dorfgasthaus kann man billig übernachten.
Auf einem Zeltplatz —
In einer Jugendherberge —

C. Mit der Eisenbahn fährt man in die Berge.
— an einen See.
— in die Nähe eines Waldes.
— an den Meeresstrand.

III. Structure Substitution Drill

1. Die Deutschen fahren gern *in die Berge*.
   Die Deutschen fahren gern dorthin.
2. Der Wanderer soll *eine gute Wanderkarte* mitnehmen.
   Der Wanderer soll sie mitnehmen.
3. *Eine längere Wanderung* muss gut vorbereitet werden.
   Sie muss gut vorbereitet werden.

Written Exercises

I. Completion (Examples)

Insert in the blank space a suitable word selected from the following list: *Zeltpflöcke, Bekleidung, Brotbeutel, Jugendherberge, gekennzeichnet, vorbereitet.*

- Für eine Bergtour benötigt man warme ....
- In einer .... kann man billig übernachten.
- Eine Wanderung muss immer gut .... werden.

II. Synonyms (Examples)

In the sentences below replace each underlined (or italicized) expression with one of the synonyms from the following list:

unternehmen
gewöhnlich
markiert
während
teuer
wenige
hübsche
macht
liegt
durchziehen

(Samples)

- Viele Fusswege sind *gekennzeichnet,* damit man sich nicht verirren kann.
- Im Norden *befindet sich* der Nordseestrand.
- Viele Wanderer *machen* nur Tagesausflüge.
- Für *ein paar* Schillinge kann man tagelang seine schöne Heimat durchwandern.

III. Antonyms

Replace the underlined (or italicized) word by its opposite selected from the following: *Ausland, müde, Bergen, billig, Zelt, kalt.*

(Samples)

- Eine Übernachtung in einem Dorfgasthaus kann sehr *teuer* sein.
- In den Bergen ist es sehr *heiss.*
- Viele verbringen ihren Urlaub in ihrem *Heimatland.*

Sample Dialog

Setting: Appropriate visual materials are utilized.

Length: The length is adjusted to the needs, interests and abilities of the class.

"VORBEREITUNG"

Karl: Menschenskind, endlich ist das Wetter schön!
Also, wohin gehen wir?

Heinz: Eins steht fest; wir bleiben nicht zu Hause!
Ein schönes Wochenende soll man im Freien verbringen!

Bill: Das finde ich auch! Es fragt sich nur, wie — zu Fuss, mit dem Rad, oder mit der Eisenbahn!

Karl: Ich schlage vor, wir fahren mit unsern Rädern und zelten; das ist sehr billig!

Heinz: Einverstanden! Dann können wir an den Chiemsee fahren!

Bill: Gibt es denn dort einen Zeltplatz?

Heinz: Aber natürlich! Und der ist direkt am Strand!

Karl: Prima! Dann können wir auch schwimmen!

Heinz: Was sollen wir nun alles mitnehmen?

Bill: Das ist doch einfach! Wir brauchen ein Zelt und Zubehör, warme Decken, einen Kocher und ein Beil!

Heinz: Ist das alles?

Bill: Lass mich doch ausreden! Natürlich brauchen wir auch Kochgeschirr, einen Feldspaten, eine Taschenlampe und viel Proviant.

Karl: Woher weisst du denn so genau Bescheid, Bill?

Heinz: Ich dachte, dass man in Amerika weniger wandern geht?

Bill: Das stimmt! Aber ich war ein "Boy Scout" und da gingen wir öfters "camping."

Karl: Gut! Dann haben wir ja einen Fachmann unter uns!

"AUF DEM ZELTPLATZ"

Bill: Bin ich aber müde geworden! Ich hätte nicht gedacht, dass Radfahren so anstrengend sein könnte!

Karl: Mein lieber Bill! Du musst mehr radeln! Dann werden sich deine Beine schon daran gewöhnen!

Heinz: Ihr beide philosophiert zuviel! Helft mir das Zelt aufrichten!
Bill: Gut! Hier sind die Zeltplanen, Zeltstangen und Zeltpflöcke!
Karl: Ich sehe mich inzwischen nach etwas Brennholz um!
Heinz: Und vergiss nicht den Kocher aufzustellen, denn ich habe Hunger!
Karl: Nur keine Angst! Ich werde schon was zusammenkochen!
Bill: Das Essen schmeckt sehr gut! Was machen wir jetzt?
Karl: Küchendienst! Das Kochgeschirr muss ausgewaschen werden!
Heinz: Später können wir uns einmal im Zeltlager umsehen!
Bill: Und vergesst nicht das schöne Wasser! Es lädt zum Schwimmen ein!
Karl: Und auch zum Auswaschen deines Kochgeschirres!
Heinz: Du bist immer ein Realist! Aber du hast recht!
Bill: Wie sagt man in Deutschland? Erst die Arbeit, dann das Vergnügen!

Evaluation

Purposes. Evaluation is an integral and continuous part of the foreign language course. The teacher's judgment of pupils' ability, progress and achievement should be certified by tests that are frequent, systematic and purposeful. Tests may measure class or individual achievement, indicate class or individual deficiencies, aid in the selection of students, provide data for organizing courses of study or help in adapting procedures to meet the needs of individuals or groups.

In all cases, tests should have a positive effect in motivating pupils to better learning and in improving the teacher's instruction.

State Examinations. Examinations for evaluating achievement in the various levels of learning should be prepared by the schools. At the end of the third level, a Regents examination will be given.

The Achievement Test. Whether the evaluation be in the form of the short daily quiz, the long test at the end of a unit, or the comprehensive midterm or final examination, the procedures used should measure the skills and knowledges taught. For this reason, teachers should have a clear idea of the purposes a test is to serve and the skills and knowledges it is to measure.

The test should provide the teacher with a work sample of pupils' performance from which he might generalize and compare with validity of pupils' progress and achievement in the area tested. It is important, therefore, that the test represent a fair sampling of items and a proper choice of question types.

The achievement test might serve diagnostic, prognostic and developmental purposes in addition to measuring the acquisition of skills and knowledges.

Principles of Test Construction

*General Considerations**

- **Instructions should be clear and succinct. Directions given in the foreign language should be understood easily by pupils. Where necessary, a model of the question and its answer might be supplied. Directions may be given in English.**
- **The sampling of items should be fair and representative.**

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* See "Improving the Classroom Test," New York State Education Department. Albany 1.

- The distribution of the relative weights of questions should correspond to the relative importance of the skill or knowledge measured.
- The items chosen to test a skill or knowledge should represent the most efficient evaluation per unit of pupil time spent.
- Pupils should have experience with question types before being tested.
- A test should advance the learning process by:
  - Giving pupils an opportunity to show what they know
  - Showing pupils what they should know and what is expected of them
  - Making the assignment for study before the test as specific as possible
  - Returning corrected papers to pupils as soon as possible and reviewing the correct answers

Testing the Skills and Knowledges

- The work sample of performance should be in the foreign language as far as possible.
- All four skills should be tested.
- The skills and knowledges tested should be based on those taught in class as part of normal language behavior in the area tested.
- The skills and knowledges may be tested collectively or individually.

  Collective measurement gives a practical index of achievement for communication goals, if the complex of skills required is natural in normal language behavior. The question-answer technique in the foreign language is recommended for testing the speaking and aural comprehension skills, along with the simple manipulation of structure. Written questions requiring written answers test reading and writing skills collectively. In measuring skills individually, questions might be designed to eliminate the use of other skills. Examples of question-types are given in the paragraphs on the pages following.
- Idioms, vocabulary and structures should be tested in context and in active and passive uses.
- Cultural items should be tested in situational or linguistic context.
- Incorrect forms should not be presented to pupils.
- Translation into English should be tested only in the advanced courses as a measurement of pupils' ability to (1) render accurately in English material of a specialized nature, such as technical articles, foreign correspondence, directions or (2) render into good English style material of a literary nature. Before the advanced grades, English equivalencies may be used in testing comprehension.
- Translations into German are not recommended as a testing device. If they are used in the initial years, they should (a) be contextually and structurally oriented, (b) require no more than the minimum of thought process per unit and one item per unit and (c) require vocabulary and idiom capable of instant recall. In the more advanced courses, translations might be occasionally utilized to test skill in translation. Instead of translation, equivalencies in the foreign language may be used as in directed dialog and directed composition.

Testing Aural Comprehension

Testing the Skill. Measuring the understanding of the spoken word may be accomplished by testing the skill individually or in conjunction with other skills. The aim of understanding a native or near-native person speaking at normal speed should be borne in mind, especially as pupils progress in the course.

Using the Drills. Some of the drills used in training pupils to understand the spoken word may also be used to measure their achievement. Even for the seventh-year class during the pretextbook phase, the teacher can devise aural comprehension tests. Some of these will be described below.

True-False Tests. The teacher may read a number of statements in the foreign language, each statement being read twice. The pupil may write *Ja* or *Nein, Richtig* or *Falsch* to indicate his answer. For the initial stages, some questions might be:

1. **Fünf und sieben ist zwölf.**
2. **Das Klassenzimmer hat vier Fenster.**
3. **Wenn jemand "Danke" sagt, sagt man: "Es ist drei Uhr."**
4. **Heute ist Montag.**

Action Response Tests. The action-response drill is another nonverbal test of understanding. This device is described on page 18. By using expanded and more complex commands, the teacher may adapt action-response questions for use throughout the six-year sequence, although this type of test is best suited for the beginning pupil.

Multiple Choice Questions. There are several types of multiple choice questions which test aural comprehension. While most of these tests involve some ability to read, it is the ability to understand the spoken word which is paramount and which is measured.

1. *Measuring aural comprehension through sound discrimination:* The student's examination booklet contains a set of four statements with slightly different meanings. The speaker or tape repeats twice one of the four statements. The student is directed to check in his booklet the sentence read.

Speaker: Karl isst ein Butterbrot.
Choices: 1. Karl isst kein Butterbrot.
2. Karl ist ein Butterbrot.
3. Karl ist mein Butterbrot.
4. Karl isst ein Butterbrot.

2. *Measuring aural comprehension through visual recognition of the correct answer to a question presented orally:* The speaker or tape asks a question. The student is directed to check the statement which answers correctly the question heard. Four choices appear in the student's booklet.

Speaker: Was sagen Sie, wenn man Sie fragt: "Wie geht es Ihnen?"

Choices: 1. Es ist zwölf Uhr.
2. Danke, gut. Und Ihnen?
3. Schon Zeit zu gehen.
4. Keine Ursache.

3. *Measuring aural comprehension by visual recognition of the correct completion of an incomplete statement presented orally:* The speaker or tape states an incomplete sentence. The pupil chooses the word or phrase which best completes the sentence from among those in his examination booklet.

Speaker: Ich möchte schlafen gehen, weil .... (repeated)

Choices: 1. ich müde bin.
2. ich grossen Hunger habe.
3. ich Deutsch gern habe.
4. ich nicht singen kann.

4. *Measuring aural comprehension by multiple choice answers presented in written form:* A conversation or passage is read aloud twice by the teacher or voice on the tape. Questions are asked on the passage. Each question is read aloud twice. The pupils select the proper answer for each question from among the four or five choices in their examination booklet. The passage and questions are then reread aloud for pupils' checking.

Speaker: Herr Schmitt liegt noch in seinem Bett. Er ist sehr müde. Gestern abend musste er bis um zehn Uhr im Büro bleiben, da er einen wichtigen Anruf aus Hamburg erwartete. Seine Frau ist schon lange auf. Sie bereitet das Frühstück in der Küche. Jetzt muss auch Herr Schmitt aufstehen, damit er um zehn Uhr im Büro ist.

Sample Question: Wie ist Herr Schmitt?

Choices: 1. Er ist hungrig.
2. Er ist im Büro.
3. Er isst.
4. Er ist müde.

5. *Measuring aural comprehension through aural recognition of the correct answer.* A passage or conversation is read twice. It is followed by multiple choice questions orally read by the teacher and aurally selected by pupils. The passage is based on language content audio-lingually experienced by pupils.

Passage. Lotte ist um drei Uhr zu Hause angekommen. Sie war sehr hungrig. Sie hat ein Glas Milch getrunken und hat ein Butterbrot gegessen. Später hat sie sich umgezogen, um mit ihrer Freundin ins Kino zu gehen.

Answer. The teacher reads a statement including four choices, one of which completes it correctly. Pupils write the letter which corresponds to the correct answer.

Lotte ist um (*a*) zwei Uhr (*b*) halb vier Uhr (*c*) drei Uhr (*d*) dreizehn Uhr zu Hause angekommen.

Aural Comprehension and Writing. To test whether pupils can write what they understand aurally, several question types are suggested:

1. A dictation may be given in German. Directions for giving dictation are found in the chapter entitled "Writing."

2. A passage may be read in German upon which German questions are asked orally; the answers are written in German. In this procedure, the following steps are recommended.

a. A passage is read twice, with or without explanatory comment.
b. Questions based on the passage are read twice each in German, to which pupils write German answers.
c. The passage and questions are reread for checking.

3. A passage based on material audio-lingually and visually experienced is read twice. Pupils restate the passage in their own words or in another person or tense.

Example:

Passage. Hans verabredet sich mit seinem Freund. Er verlässt sein Haus um sieben Uhr. Er fährt mit der U-Bahn. Er kommt rechtzeitig am Funkturm an. Bald findet er seinen Freund.

Question. Change the passage to the past tense.
Answer. Pupils write the passage as directed.

4. Pupils write answers to dialog questions from previously mastered dialogs, with which they are also visually familiar.

Example:

Question (presented orally): Was machst du heute nach der Schule?
Answer (written by pupils): Nichts Besonderes. Warum?

5. Pupils write answers to multiple choice questions presented orally. A passage is read twice. Incomplete statements on the passage, followed by a number of possible answers are read orally. Pupils select and write the proper answer.

Passage. Bern ist die Hauptstadt der Schweiz. Dort befindet sich der Sitz der Schweizer Regierung. Ein Bär ziert das Wappenschild der Stadt Bern. Das berühmteste Kennzeichen der Stadt ist aber die "Zytglogge." Nicht viel weniger bekannt sind die "Drei Eidgenossen," die die Eingangshalle des Bundeshauses dominieren. Der Fluss, der durch die Stadt fliesst, heisst die Aar. Die Aar ist ein Nebenfluss des Rheins.

Question. Das Wappen der Stadt Bern enthält (a) die Zytglogge (b) die drei Eidgenossen (c) einen Bären (d) die Aar.
Answer. (written) Einen Bären.

Testing the Speaking Skill*

Purposes: The teacher's aim in giving a speaking test may be threefold:

- **To test the pupil's ability to produce the foreign individual sounds, sound sequences, intonation and liaisons**
- **To test the pupil's ability to express his thoughts in the foreign language, either in response to a question or to some other stimulus**
- **To test the pupil's oral control of one or several of the structure patterns or of the vocabulary of the foreign language**

In a specific test the teacher may choose to measure one, two or all three phases of the speaking skill. It is obvious that types 2 and 3 are tests of aural comprehension as well as of speaking competence. (See chapters entitled "Aural Comprehension" and "Audio-Lingual Experiences.")

The "Mimic" or "Echo" Test

The simplest test of oral production (type 1) is the "mimic" or "echo" test. This is particularly suited to the beginning pupil, though with increased length and complexity of the utterance, the echo test may be used throughout the four- or six-year sequence. The pupil is instructed to repeat whatever the teacher (or the voice on tape) says.

1. ***Examples:***
   (Grade 7) Ich habe ein schönes Buch.
   (Grade 12) Es ist natürlich nicht ausgeschlossen, dass er eine Reise nach Deutschland machen wird, um seine Aussprache zu vervollkommnen.

A variation of the "echo" test is the "buildup" test in which pupils repeat sentences whose length is progressively increased.

2. ***Examples:***
   (Grade 7) ***a.*** **Ich sehe das Buch.**
   b. **Ich sehe das Buch auf dem Tisch.**
   c. **Ich sehe das Buch auf dem Tisch des Lehrers.**
   d. **Ich sehe das Buch auf dem Tisch des Lehrers, der vor der Klasse steht.**
   (Grade 10) ***a.*** **Ich war um acht Uhr am Kino angekommen.**
   b. **Nachdem ich um acht Uhr am Kino angekommen war, hatte ich ihn nicht gesehen.**
   c. **Nachdem ich um acht Uhr am Kino angekommen war, hatte ich ihn nicht gesehen, da er schon fortgegangen war.**

Scoring. To score the "echo" test, the teacher should prepare in advance a checklist of the specific characteristics of speech production he wishes to measure. It is suggested that the teacher write these items (*ü*; German *r*; consonants *t, d, l*; rising or falling intonation; stress; juncture, glottal stop) across the top of a sheet of paper. It is advisable to limit the number of different items to be rated in a given test. Names of pupils are then written down the left hand side of the paper. The teacher may then enter a numerical rating, 1-2-3, or 1-2-3-4-5, in the appropriate column.

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* Consult "Definition of Language Competencies Through Testing," *1959 Northeast Conference on the Teaching of Foreign Languages* (Reports of the Working Committees) and Nelson Brooks: *1959 Speaking Test-Form O*, from which several suggestions have been adapted.

This type of scoring may be used for other types of speaking tests to measure sound production, individually or in sequence, and intonation.

A cumulative chart to measure achievement and progress in the principal features of sound production might be kept for each pupil.

Oral Reading. Reading a passage aloud is another form of speech production test. The difficulty of the passage to be read will vary with the pupil level. Only in the most advanced classes should the pupil be asked to read orally material not yet presented in class and mastered by him. If unfamiliar material is used, even in the 12th year, the pupil should be given time to practice silently before he is tested orally. If he has a language laboratory, the teacher may record each pupil's speech periodically on a separate tape. This will permit the teacher and the pupil to judge individual progress.

Answering Questions. The question-answer type of test measures the pupil's ability to (1) understand the question and (2) respond automatically. The response also measures his mastery of structural patterns. This type of evaluation is most highly recommended as it provides a work sample of performance most consonant with communication goals.

Examples:

(Grade 7) Wie heissen Sie?
(Grade 8) Um wieviel Uhr sind Sie heute morgen aufgestanden?

Certain questions the pupil might be directed to answer affirmatively; others he might be asked to answer in the negative: "Begin your reply with the word, 'Nein.'" "Begin your reply with the word, 'Ja.'" "Haben Sie einen Bruder?" "Haben Sie gestern Maria gesehen?"

Directed Dialog. Speaking involves the initiation of a dialog as well as answering questions. To force the pupil to initiate the dialog the teacher may say to the pupil in English or in the foreign language:

Ask me my name.
Ask Marie what time she got up this morning.
Ask me why Robert is absent.
Ask John whether he wants to go to the movies tonight.

The "Picture" Test. One test requiring the pupil to respond orally to a nonverbal stimulus is the picture test. The pupil is shown flash cards, pictures, toys, models or other objects. Depending on the level of the class, the teacher directs the pupil to identify people; to describe them (age, height, complexion); to tell the color, size, shape or location of objects; to tell what the person or object is doing.

Oral Composition. At the most advanced level the pupil may be asked to deliver a short "speech" or oral composition. He should be permitted a choice of topic within his level of difficulty, should be allowed some time for preparation and perhaps should be given an outline.

Other Devices. The various oral practice drills suggested in the chapter entitled "Speaking" and illustrated in the model lesson for the 10th or 11th year can also be used as testing devices.

The teacher who has no language laboratory may consider the interview type test excessively time-consuming and demanding. In order to be valid, especially after the initial stages, the interview test administered in class would require composing different questions for each pupil. It may be practical, therefore, to use one of the class practice drills or dialogs, without necessarily telling pupils it is a test. In the beginning years, the "chain" drill may be so used. In the later years, conversational sequences or dialogs may be employed in this way.

The Use of the Language Laboratory. The language laboratory may be effectively used for the speaking tests. Statements or questions placed on tape, with appropriate pauses for repetition or response, permit individual answers to questions which are put to the entire class. Using this procedure is less time-consuming to administer and permits a valid generalization regarding pupils' achievement.

Values of Frequent Testing. It must be remembered, however, that although speech habits generally are formed during the first year of foreign language instruction, the teacher must be alert even in the twelfth year to correct errors and to maintain and further develop the speaking skill. It is from demonstrated competence in speaking that the pupil generally derives the greatest satisfaction. Recognized achievement, in turn, motivates the pupil to increased endeavor.

Testing the Reading Skill

Types of Questions. Reading skills may be tested by means of many question types:

- **Answering questions on content in complete sentences**
- **Summarizing**
- **Matching of items**
- **Completion questions**
- **Multiple choice questions**
- **True-false questions (in the first level of learning)**
- **Combination completion and multiple choice questions**

Questions and Answers in German. One of the standard practices in testing reading is asking a question in German and requiring a complete answer in German.

Pupils may be required to answer such questions with or without the passage before them. In testing pupils on reading done in class when they do not have the passage before them, the teacher might remember that the questions asked should (1) represent items of story content which might reasonably be recalled, (2) require that students supply vocabulary and idiom which have been emphasized in class and (3) provide questions which will result in a work sample of pupils' comprehension of the story.

If pupils are supplied with the reading passage on which they are to answer, in complete German sentences, questions put to them in German, the passage should (a) contain some vocabulary and idioms which already have been studied and some which can be inferred from the context and (b) be a rearrangement of this language content into a new context. Caution should be exercised so that the questions asked require genuine understanding and not a mere copying of parts of the reading passage to form the answer.

New-Type Questions. Some new-type tests for measuring reading comprehension may be employed. These tests, when properly constructed, furnish a sufficient sampling, are easy to score, and provide an objective (and therefore valid) basis for measuring and generalizing achievement and progress.

Type 1. Pupils are given a short reading passage on which questions are asked. These questions might be of the multiple choice, completion, or true-false type.

Example. *Passage*

Die Schüler und Schülerinnen der höheren Schulen Deutschlands, Österreichs und der Schweiz müssen am Ende ihrer Schulzeit eine Reifeprüfung bestehen, das sogenannte Abitur oder die Matura. In der höheren Schule wird die Anzahl und Länge der verschiedenen Fächer vom Staate bestimmt. Gewöhnlich müssen die Schüler drei bis vier Fremdsprachen, Deutsch, Geschichte, Mathematik, Naturwissenschaftliche Fächer, Turnen, Religion und Musik lernen. Während der Reifeprüfung müssen sie sowohl schriftliche als auch mündliche Examen bestehen. Die Prüfungen werden von Lehrern der letzten Klasse (Oberprima) unter staatlicher Aufsicht durchgeführt. Viele Schüler, die durchfallen, bestehen diese schwere Prüfung erst beim zweiten oder dritten Versuch.

Questions

1. Multiple choice — completion
   a. **Ein deutscher Schüler bekommt sein Abitur**
      (1) nachdem er Mathematik gelernt hat.
      (2) nachdem er sein Matura hat.
      (3) nachdem er die Reifeprüfung bestanden hat.
      (4) nachdem er das mündliche Examen besteht.

2. Multiple choice — answering questions
   - **b. Woher wissen wir, dass diese Reifeprüfung schwer ist?**
     - **(1) Die Schüler studieren Fremdsprachen und Mathematik.**
     - **(2) Die Schüler machen ihr Abitur oder Matura.**
     - **(3) Die Schüler müssen die Prüfung zwei — oder dreimal bestehen.**
     - **(4) Viele Schüler fallen durch.**
3. Completion
   - **(1) Die Examen sind schriftlich und ....**
   - **(2) Wenn man die Reifeprüfung besteht, hat man ein ....**
4. True-false questions may also be constructed to test comprehension. It is recommended, however, that they be restricted to the first level of learning.
5. Instead of translation, equivalencies in which the meaning of a passage is given in English may be utilized.

Testing the Structures and Forms

Its Purposes. The evaluation of knowledge of structure should measure pupils' ability to formulate desired patterns of speech in situational context. For this reason, many tests of the traditional type which require translation into the foreign language or forms denoted by grammatical nomenclature will tend to disappear.

Structures and forms may be tested actively or passively. In testing their active use, a required work sample of performance should evolve naturally from a sample utterance given. In testing them passively, a recognition or selection should be made from samples provided.

Some samples of new type questions to test structures and forms will be given here.

Testing Structures Actively. Some of the pattern drills, or others devised by the teacher, may be used.

Example 1: (Grade 7 or 9) ***Substitution test***

The verb haben: **Ich habe kein Geld.**
Du .... kein Geld.
Wir .... kein Geld.

The definite articles: **Der Lehrer ist im Klassenzimmer.**
.... Schülerin ist im Klassenzimmer.
.... Mädchen ist im Klassenzimmer.
.... Knabe ist im Klassenzimmer.
.... Leute sind auf der Arbeit.
Haben Sie .... Buch gesehen?
Haben Sie .... Lehrerin gesehen?
Haben Sie .... Tisch gesehen?

Example 2: (Grade 7 or 9) ***Progressive structure substitution tests***

Das Haus ist da drüben.
.... Freund ....
Hans und Maria ....
.... gehen ....
.... nach Hause.
Ihr ....

Integration Tests (Combining two utterances to test forms and structures in use)

Example 1: (Grade 9 or 10) Following the models, join both sentences by using a relative pronoun.

Model 1. Hier ist der Soldat. Er trägt ein Gewehr.
Hier ist der Soldat, der ein Gewehr trägt.

Model 2. Ich habe einen Hund. Er ist braun.
Ich habe einen Hund, der braun ist.
Dort ist der Lehrer. Er hat ein schönes Auto.
Hier kommt meine Schwester. Sie geht noch in die Schule.
Ich habe ein schönes Buch. Es ist ein Roman.

Example 2: (Grade 10 or 11) Combine two utterances with a conjunction.

1. **(Da) Es hat den ganzen Abend geregnet. Wir konnten nicht ausgehen.**
   Da es den ganzen Abend geregnet hat, konnten wir nicht ausgehen.
2. **Er hat einen Brief geschrieben. (denn) Er hat viel Zeit gehabt.**
   Er hat einen Brief geschrieben, denn er hat viel Zeit gehabt.

Transformation Tests (Changing from one form to another of the same structure)

Example 1: (Grade 7 or 9)

a. ***Write in the plural:***	**Ich habe ein Heft.** **Du gehst in das Kino.**
b. ***Change from singular to plural and vice-versa:***	**Schreiben Sie einen Brief?** **Ihr habt viele Schallplatten.** **Ich gehe jetzt nach Hause.**

Example 2: (Grade 9 or 10)

Change to the future (and present perfect)
(kommen) 1. Heute kommt mein Freund aus Bremen.
2. Morgen .... mein Freund aus Bremen ....
3. Gestern .... mein Freund aus Bremen ....

Testing the Structures or Forms Passively. Recognizing and selecting the proper structure or form through new-type multiple choice tests provide a valid basis for measuring structures passively.

Type 1: **A sample sentence given with one word lacking is to be completed by selecting the proper word from among four or five choices. The English equivalent for the complete sentence may be given where it is necessary to pinpoint the needed form. (The English is not "mixed" with the German.)**

Example 1: (Grade 7 or 9) (With English)

Her blouses are pretty.

(................) Blusen sind hübsch.

1. **Seine**
2. **Ihre**
3. **Die**
4. **Diese**

Example 2: (Without English)

Der Schüler ist nicht dumm. Er ist ....

1. **blau**
2. **schlau**
3. **traurig**
4. **heiter**

***Type 2:* Four complete sentences are given in German. The pupil selects the correct one.**

Example 1: (With English, Grade 9 or 10)

He hasn't seen him.

1. **Er sieht ihn nicht.**
2. **Er sah ihn nicht.**
3. **Er hat ihn nicht gesehen.**
4. **Er kann ihn nicht sehen.**

Testing the Structures Utilizing Oral and Written Answers. The structures may be tested both in oral and written form in answer to questions or in composition, as described in the testing of aural comprehension, speaking and writing.

Testing Vocabulary and Idioms

Active Uses. Vocabulary and idioms may be tested actively without the use of English translation. The two question types suggested below might be used in either oral or written form.

(1) Asking questions which require answers that include the desired words or expressions

(2) Giving directions in English or the foreign language requiring the formulation of speech patterns including the desired vocabulary or idiom

Example 1. Um wieviel Uhr gehen Sie zu Bett?
Wieviel ist achtzehn geteilt durch drei?

Example 2. Ask what time it is.
Tell Robert it's cold here.

This type of test obviously includes manipulation of structure and other vocabulary aside from the points being tested.

Passive Uses. Vocabulary and idiom may be tested passively without the use of English through multiple choice questions.

Example 1: Associating a word or an idiom in one column with another in the second column

a	***b***	
Finger	**( ) Kopf**	**( ) Bein**
	( ) Arm	**( ) Hand**

Example 2: Synonyms or antonyms

Synonyms

Spiegel ( ) Stuhl
( ) Geld
( ) Eis
( ) Ei

Antonyms

schön ( ) hässlich
( ) hübsch
( ) faul
( ) reich

Synonyms

Ich benötige einen Wagen
( ) Ich habe einen Wagen.
( ) Ich brauche einen Wagen.
( ) Ich kaufe einen Wagen.
( ) Ich benutze einen Wagen.

Example 3: Completing a sentence

Meine Schwester möchte .... kennen lernen.
( ) mich
( ) meine Mutter
( ) ihre Tante
( ) meinen Freund

Testing the Writing Skill

Writing skill may be tested by using writing types suggested in the chapter entitled "Writing."

Dictation. Dictations test both aural understanding and writing. In the initial stages, dictations of only one or two sentences may be given daily. As the course advances, dictations become longer and more complex. Dictations should be corrected as soon as possible after they are given.

Guided Writing. Drill patterns and answers carefully patterned on questions given in the foreign language test the manipulation of structure and knowledge of vocabulary.

Writing Sentences or Dialogs. Questions, directed dialog, recall, or controlled writing may be utilized to test this skill.

Composition. Controlled and directed composition test functional learnings. Composition in which controls are either limited or omitted tests functional learning and organization of thought. Objective and subjective scales must be used in scoring.

Equivalencies. Writing meanings in English or in the foreign language may be utilized. Equivalencies may take the place of translation, or may be used as in directed dialog, such as "Tell him you are going to the movies."

Testing Culture

Culture should be tested in linguistic or situational context and should, wherever possible, show an understanding of related facts and cultural patterns, including behavior patterns and cultural overtones.

Culture may be tested by utilizing many of the question types suggested for testing the skills. Some examples of question types involving linguistic skills are offered here.

Culture and Reading. Rearranging related items measures reading comprehension and knowledge of culture.

Statement: **Ein deutscher Schüler, der Rechtsanwalt werden will, besucht die folgenden Schulen: die Universität, die Kinderschule, das Gymnasium, die Volksschule.**

Question: **In welcher Ordnung besucht er die Schulen?**

Multiple choice questions might also measure reading as well as cultural knowledge. It is wiser to present several questions on the same or related subjects to test pupils' grasp of an area than to include one question on each of several unrelated areas.

1. **Die staatliche deutsche Fluggesellschaft heisst (a) Luftwaffe (b) Lufthansa, (c) Hapag, (d) Norddeutscher Lloyd**
2. **Der bekannteste deutsche Kleinwagen ist der (a) Mercedes, (b) D K W, (c) Opel, (d) Volkswagen**

Culture and Aural Comprehension. The question types suggested under "Testing Aural Comprehension" may be utilized with cultural content. The type selected should be adjusted to the level of learning of pupils and the type of culture tested.

Culture and Speaking. Depending on the level of learning of the pupils and the type of culture tested, the speaking skill may be utilized. These may vary from single questions whose answers are closely patterned on the structure and vocabulary of the questions on the first level to oral reports on the advanced levels.

Culture and Writing. In the advanced courses, controlled and free composition are also utilized to test culture.

Culture and Audiovisual Media. Identification of musical selections, works of art, buildings and other important sites is also recommended as a testing procedure.

Glossary

active vocabulary. A vocabulary consisting of words which the individual knows how to use orally and in the written form.

audio-lingual. Aural-oral; "aural" or "audio" means by ear and is used in connection with hearing and listening; "oral" or "lingual" means by mouth and refers to speaking.

audio-lingual practice. Activity in hearing and speaking. It differs from audio-lingual presentation in that forms may first be seen before being heard and/or spoken.

audio-lingual presentation. The teaching of new forms or expressions through hearing and speaking, without the use of written symbols or reading.

aural comprehension. Understanding of the spoken word.

aural practice or aural experience. Activity in which the foreign language is heard; *cf* audio-lingual.

basic pattern sentence. Sentence which lends itself to drilling the variations of structures and vocabulary needed in the center of interest; a speech pattern in sentence form especially devised for practicing variations.

cognate words. Words which have a common parent language, such as words in English and in the German language derived from the same Germanic origin; for example, the English word *brother* is the cognate of the German word *Bruder*.

conversational sequence. Question-answer-statement sequence, without a predetermined order.

dialog. Generally a series of conversational utterances in a predetermined order.

directed composition. A series of directed dialog questions in the same situational context or forming a connected passage.

directed dialog. Directions given in English or the foreign language in which pupils are told to "tell," "ask," "say" or "explain" something to someone, are carried out in the foreign language, as, "Tell him you found the pencil."

drill patterns. Variation patterns used in a pattern drill. The original structural pattern in variations for automatic audio-lingual response or written practice without the intermediary of English.

equivalencies. The rendering of meaning without formal translation into the foreign language from English or into English from the foreign language.

guided writing. Writing which may be either pattern practice, including forms to be written closely patterned on a model, or answers to questions in the foreign language in which the answers utilize structures closely patterned on those of the question.

imitative writing. Copying directly material in the foreign language; writing in which the student selects whole phrases or sentences from a passage utilizing them in an organized fashion to write a summary or a composition.

passive vocabulary. Vocabulary which is identified and understood but not put into active use in speaking or in writing by the individual; recognitional vocabulary.

pattern drill. Drill on a basic language pattern and its variations.

speech pattern. A combination of language elements used in an established manner to convey meaning.

structural pattern. A combination of parts of speech used in an accepted order to convey a specific meaning. The audio-lingual approach favors the use of structural patterns as models to be imitated through pattern drills rather than the use of grammatical analysis and synthesis.

word family. Words derived from the same origin such as *vent, ventilate, ventilation, ventilator.*

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Witte	Verlag Hans Witte Breisgau, Germany

Sources of Materials

The following addresses constitute a list of some main sources where German books, periodicals, and audiovisual materials are obtainable.

Books

Herder Book Center, Inc., 7 West 46th Street, New York 36
Mary S. Rosenberg, 100 West 72d Street, New York 23
Stechert-Hafner, Inc., 31 East 10th Street, New York 3
Adler's Foreign Books, Inc., 49 West 47th Street, New York 36

Periodicals Published in the United States

American-German Reinero, 420 Chestnut Street, Philadelphia, Pa.
Monatspost, 237 Andrews Street, Rochester 4
Staats-Zeitung und Herold, 60-20 Broadway, New York 77
(also distributes other German periodicals)

Periodicals Published Abroad

Unsere Zeitung and other German newspapers and magazines
German News Co., 200 East 86th Street, New York 28

Supplementary Printed Materials, Films and Recordings

Austrian Information Service, 31 East 69th Street, New York 21

Austrian Consulate General, c/o Cultural Affairs Officer, Room 454, 527 Lexington Avenue, New York 17

Consulate General of Switzerland, 444 Madison Avenue, New York 22

Embassy of the Federal Republic of Germany, Office of the Cultural Counselor, 1742-44 R Street N.W., Washington 9, D. C.

German Consulate General, 460 Park Avenue, New York 22

German Tourist Information Office, 500 Fifth Avenue, New York 36

A.A.T.G. Service Bureau, Professor Glenn Waas, Colgate University, Hamilton

Sources for Names of Pen Pals

Division of International Educational Relations, U. S. Office of Education, Washington 25, D. C.

International Friendship League, 40 Mount Vernon Street, Boston, Mass.